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ABSTRACT

This annotated bibliography is the third volume of a three-volume report of a national study whose primary objectives were to quantify resource utilization patterns of vocational education programs effectively serving special needs populations and to develop a methodology for estimating resources required to successfully serve these populations. It is designed to provide a quick, efficient, and useful reference work for vocational education practitioners concerned primarily with programs for the disadvantaged and handicapped. The entries are grouped into five major sections: (1) Demonstration Projects, (2) Research Studies, (3) Curriculum Development Materials, (4) Inservice Training Information, and (5) Program Planning and Development Information. The annotations are divided into the subcategories of journal articles, unpublished or information retrieval system articles, and monographs and government publications. The entry format includes description of the report, suggested use, and reference for obtaining the report. (HD)

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Final Report

Project No. V0135VZ
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ASSESSMENT OF NEED IN PROGRAMS OF VOCATIONAL EDUCATION FOR THE DISADVANTAGED AND HANDICAPPED

Volume III
Bibliography

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TABLE OF CONTENTS

		Page
I.	DEMONSTRATION PROJECTS	1
	A. Journal Articles	1
	B. Unpublished and Information Retrieval System Publications	1
	C. Monographs and Governmental Publications	8
II.	RESEARCH STUDIES	12
	A. Journal Articles	12
	B. Unpublished or Information Retrieval System Publications.	16
	C. Monographs and Governmental Publications	22
III.	CURRICULUM DEVELOPMENT	37
	A. Journal Articles	37
	B. Unpublished or Information Retrieval System Publications.	38
	C. Monographs and Governmental Publications	42
IV.	IN-SERVICE TRAINING	44
	A. Journal Articles	44
	B. Unpublished or Information Retrieval System Publications.	44
	C. Monographs and Governmental Publications	45
V.	PROGRAM PLANNING AND DEVELOPMENT	47
	A. Journal Articles	47
	B. Unpublished or Information Retrieval System Publications.	48
	C. Monographs and Governmental Publications	56

BIBLIOGRAPHY FOR NEEDS ASSESSMENT STUDY

Introduction

One characteristic of modern life is the proliferation of written materials of all kinds. New information and reworded old information compete almost equally for professional time through an expanding variety and volume of books, monographs and journals. In vocational education, as in all of education, the printing magnitude makes for extreme difficulty in identifying and translating the results of investments in research and development projects into practical implications for programs and activities.

Keeping abreast of new or purportedly new information as it becomes available, and being able to digest this information to discern its implications for immediate program application are two of the major difficulties facing vocational educators and administrators today. Much of the information is conflicting. Further, a major amount of available material documents case studies, or narrow research from which generalizations cannot be derived with the degree of confidence necessary for practical administrative purposes.

These difficulties, in conjunction with the time press of decision making, the exigencies of planning, and the energy absorbed by everyday responsibilities, tend to foreclose opportunities for vocational education administrators to maintain currency in terms of documented information of developments in their many areas of concern.

One strategy to overcome this time/information problem is to develop information updates in the form of annotated bibliographies which highlight and summarize information, thereby permitting the administrator/teacher to choose those articles on which he would prefer to invest his limited resource time.

This annotated bibliography is constructed to provide an overview of information about vocational education programs for disadvantaged students. The bibliographic entries have been grouped into five major sections as follows: (1) Demonstration Projects, (2) Research Studies, (3) Curriculum Development Materials, (4) In-Service Training Information, and (5) Program Planning and Development Information. Within each of these sections the annotations are

divided into three subcategories: (a) journal articles, (b) unpublished or information retrieval system articles, and (c) monographs and government publications. Some resulting duplication may occur by virtue of certain materials being issued in different formats, and at different times.

The format of the annotation has been designed to provide the vocational education practitioner with quick access to relevant information. The format includes: (1) Description of the Article, (2) Suggested Use, and (3) Reference for Obtaining the Report. The description of the article offers a brief discussion of the purpose and major focus of the article and information contained therein. Each annotation also contains suggestions for how the information in the article might be used by vocational education practitioners, i.e., to whom the particular article should be of interest and how it may be of value. Additionally, each annotation provides sufficient information for the reader to obtain a copy.

This bibliography was developed by accessing the Educational Research Information Clearing House system, the Current Index to Journals in Education, Abstracts of Instructional and Research Materials in Vocational and Technical Information, U.S. Department of Health, Education and Welfare documents, Department of Labor documents, materials from various State Departments of Public Instruction, and independent library holdings. Of the hundreds of possible entries surveyed, the entries cited were selected to include those believed most pertinent to vocational education disadvantaged and handicapped practioners.

It is our hope that the annotated bibliography can provide a quick, efficient and useful reference work for vocational education practitioners concerned primarily with the disadvantaged and handicapped, as defined in P.L. 90-576, the Vocational Education Amendments of 1968.

I. DEMONSTRATION PROJECTS

A. Journal Articles

Jones, Hilda B. "A Very Special Education." Today's Education, Volume 62, pp. 53-54. ERIC Retrieval System, March 1973.

Description: This program, developed in the suburbs of Salt Lake City, Utah, has a staff of 349 teachers and other personnel who provide career education and job experience for more than 5,000 special children. The district attempts to provide a continuum of services for all these children to accommodate the various needs and degrees of disability.

Suggested Use: This information will be of interest to local administrators and teachers attempting to provide a comprehensive program which includes all aspects of daily living and which seeks to make the disadvantaged student feel that he is an important member of a community.

B. Unpublished and Information Retrieval System Publications

Curten, Elizabeth M. and John P. Morrine. Tufts University Summer Guidance Institute on the Utilization of Occupational Education and Placement (Bedford, Mass., July 20-31, 1970), 50 p., ERIC Retrieval System, October 1970.

Description: The purposes of this institute were to:
(a) provide the information needed to offer vocational courses for the non-college bound handicapped disadvantaged;
(b) point out the need for remedial and psychological services;
(c) increase participant's understanding of the role of the counselor in a rapidly changing society;
(d) increase emphasis on placement in school and industry and,
(e) improve supervision of vocational education at all levels.
Five days of presentation by experts in the field supplemented by travel to schools, special programs, industrial plants and a career information center to show practical applications were included. A follow-up evaluation showed that the Institute had great impact throughout the state, as participants assumed leadership roles in implementing the new ideas.

Suggested Use: This study will prove valuable to state consultants and local administrators interested in familiarizing themselves with new developments in vocational education, particularly the increasing role of psychological services.

How to Obtain: This report is available from ERIC, RIE, ED#049363, VT012763.

Deptro, Henry. Operation Bridge: An Innovative Comprehensive Vocational Education Program for Disadvantaged Youth. First Interim Report, 65 p., ERIC Retrieval System, February 25, 1972.

Description: Planned as a cooperative program between Aimes College in Greeley, Colorado and a local school district, the exemplary program "Operation Bridge" represents a comprehensive approach to the vocational needs of disadvantaged youth, with a program aimed mainly toward Chicano youth from economically underpriviledged families. The project features included:

(a) providing intensive vocational counseling based on the total family unit;
(b) providing a broad occupational orientation for students, K-12;
(c) providing intensive tutorial assistance for all pre-vocational and vocational students participating in "Operation Bridge";
(d) developing the work experience program and,
(e) providing job placement and follow-up.

Results of the first year's operation include in-service training for teachers and the development and use of career exploration packages for grades K-6 in the pilot school district.

Suggested Use: This study will prove valuable to state consultants, local administrators and teachers for it describes a plan for establishing a vocational education program for disadvantaged young people from economically underpriviledged minority families. Administrators should note the comprehensiveness of the plan including total family involvement in the program, extensive in-service training for teachers and a thorough follow-up of the students in the program.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#062549, VT015254.

Hire Now, Train Later Program, Emphasizing Orientation, Coaching and Employer Involvement. Final Report. 66 p., ERIC Retrieval System, October 1969.

Description: This study is a second year end report (Phase One) of the Jobs Now Project based in Chicago which operates on the "hire now, train later" concept. The project consisted of four components:

(a) brief job orientation (two weeks) for disadvantaged youth business, industry, labor and agencies working together to employ the disadvantaged;
(b) provision of support during the time of transition from an institutionalized setting to on-site, in-company training;
(c) encouraging employers to develop on-site training, pre-site training, and orientation;
(d) upgrading programs that include general basic education as well as occupational skill training

Suggested Use: The study will be useful to local administrators particularly in urban areas interested in learning how to assign business and industry a primary role in dealing with the disadvantaged.

How to Obtain: This document can be obtained from the National Technical Information Service, Springfield, Virginia 22151 (PB-199 436 MF 95¢, HC $3.00), ED#055276.

Intensive Vocational Services in Guidance, Counseling, Placement and Follow-up. Final Report. 114 p., ERIC Retrieval System, October 1972.

Description: This federally funded exemplary project in vocational education for an Appalachian county in West Virginia focused on developmental career planning for disadvantaged students in nine county high schools. Students in grades nine and ten were given aptitude tests. In addition, teaching techniques such as field trips, human resources and audio-visual aids were employed. Post-testing after the ten-week orientation indicated a need for an expanded vocational curriculum for grade ten. Seven hours of in-service credit was given to the teachers, guidance counselors, consultants and coordinators involved in curriculum development. A one-day personnel orientation meeting was held, during which a county wide uniform grading system was developed. A sample curriculum unit and other resource materials are included.

Suggested Use: The study will prove useful to local administrators and teachers interested in developing an integrated vocational education curriculum for disadvantaged students in rural areas. Interesting aspects of the program include having a committee for program review, and an advisory council acting as a consultant for industry in the community.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#070855, VT018269.

MacKenzie, John R. and Helen R. MacKenzie. Project Build, A Manpower Demonstration Program: February 1968-March 1969. 86 p., ERIC Retrieval System, March 1964.

Description: This demonstration project was designed to prepare disadvantaged youth from the inner city to meet requirements for and perform effectively in the apprentice construction trades in the District of Columbia. Of 160 trainees who were prepared for an apprenticeship, there were 143 graduates of whom 120 were placed in apprenticeships.

Suggested Use: This demonstration project indicates the need for a comprehensive program of remedial education, work orientation, skill training, and individual counseling to prepare the individual for apprenticeship.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#050234, VT0120111.

Middle School; World of Work, Vocational Self-Concept and Career Planning. Final Report. 144 p., ERIC Retrieval System, June 26, 1972.

Description: The goals of the first phase of a career exploration project were to change attitudes toward the world of work, upgrade values, and improve self-concept of approximately 550 seventh and eighth grade disadvantaged youths in two Hartford, Connecticut middle schools. This was accomplished through a number of experiences and activities developed in five classroom units and three counseling procedures. The three classroom units focused on distribution, manufacturing, office, health service and general service occupations while the vocational counseling techniques were concerned with self-concepts, interests, and the decision making process. Early in the project a broad based advisory committee representing the major industries and employers in Hartford was established. The teachers and counselors participating in the project and the advisory committee formed six subcommittees and each subcommittee formed a unit covering their particular occupational cluster. The project did not accomplish all its goals but a beginning was made. In subsequent years the project will be channeled into the elementary grades and the secondary schools with the aim of developing a comprehensive K-12 program.

Suggested Use: The study can be used as a model for local administrators who want to combine the efforts of employers and educators in developing vocational education programs for the disadvantaged. By concentrating on the student's self perception as well as job orientation, the study offers a comprehensive model for establishing comparable programs.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#068667, VT017094.

Lyle, Buel R. Pilot Occupational Education Programs for Small, Rural and Suburban Arkansas Schools in Grades 5-12. Interim Report. 196 p., ERIC Retrieval System, June 1971.

Description: To assist small and rural schools in establishing occupational education programs for grades five through twelve, pilot programs were begun in each of the participating schools. Each school employed a counselor and coordinator of occupational education. Personnel from participating schools have attended in-service training sessions each quarter. Although comprehensive evaluation would be premature, preliminary findings show that all eight schools have begun to implement each objective.

Suggested Use: This report will serve as a model to vocational education administrators in poverty areas who are attempting to provide occupational orientation, to create favorable attitudes in disadvantaged students toward education and its contribution to the world of work, to relate classroom instruction to an immediate job, and to provide short, intensive training to seniors with no previous occupational training. As an additional resource, reports from each of the local schools are included.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#063458, VT014908.

Pre-vocational Exemplary Program. Final Report. 44 p., ERIC Retrieval System, February 16 1971.

Description: The intent of this exemplary program in vocational education in Waterbury, Connecticut was to enhance the vocational awareness and aspirations of 238 disadvantaged eighth grade Puerto Rican students during an extensive career orientation program in a system of curriculum reform and co-curricular activities. The program's activities and procedures centered around creating a school-oriented program on which outside community resources would focus. Some of these community oriented activities included in-class instruction, projects, on-site job visitation, individual and group job-oriented counseling, involvement of leaders of the Spanish community, and use of resource materials for instructional and enrichment purposes from community services and commercial establishments. Evaluation of the program was accomplished through utilization of many techniques, including administrative evaluation, student evaluation as to participation and voluntary actions, and formal and informal testing of the students' awareness of the world of work. Other aspects discussed in this report are:

(a) time schedule
(b) budget
(c) explanation of curriculum design and development
(d) instructional materials

Suggested Use: This exemplary program will serve as a model to local administrators interested in establishing career orientation programs for disadvantaged junior high school students. Of particular interest is that the program provides methods of encouraging community participation.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#06886193, VT017196.

Smith, Joel. A Developmental Program for Occupational Education. Final Report. 149 p., ERIC Retrieval System, 1973.

Description: The goal of this project was to develop and implement a program of career education in a pilot cluster of schools in Cobb County, Georgia. The approach fused aspects of vocational education, guidance and a broad-based curriculum in a systematic sequential plan within the elementary, middle, and secondary schools. The design and nature of the program placed special emphasis on students who were culturally, economically, or otherwise handicapped or disadvantaged. Programs at all levels including guidance programs and job placement services are detailed in the report. Based on three years continuous in-house evaluation and on outside evaluation, it was concluded that career education is an operational effort in Cobb County, and the activity-centered approach has gained wide spread acceptance from teachers, students, parents, and administrators. Over half the document is comprised of the project evaluation from the Center for Occupational Education, North Carolina State University, Raleigh, N.C.

Suggested Use: This program will serve as a model for all state consultants and local administrators interested in facilitating a comprehensive education for vocational education students by including the development of work skills and attitudes in their programs. This program should be of particular interest to educators in an area experiencing rapid growth in population, industry and technology.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#080679, VT020858.

Uthe, Elaine F. The Cooperative Vocational Program. Multi-Media and Simulated Cases for Pre-Service and In-Service Development of Teacher Coordinators. Final Report. 21 p., ERIC Retrieval System, 1972.

Description: This report describes a project designed to develop teacher education materials for use in preparing teacher coordinators for cooperative programs for the disadvantaged. Project materials included multi-media programs and simulated cases. The simulated case technique provided the decision-making exercises in a setting where there was opportunity to discuss alternative actions without encouraging risk of a real life situation. Field testing was built

into the project. The materials were used in both graduate and undergraduate courses relating to cooperative programs and coordination techniques as a result. Student-suggested clarifications and changes were reviewed for incorporation in program revisions.

Suggested Use: Instructional materials are included in this report which can be used by local administrators for in-service as well as pre-service training for teacher coordinators.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#068676, VT017158.

Williams, Revonda. Evaluation: Coordinated Vocational Academic Education (1969-1970, 1970-1971). 48 p., ERIC Retrieval System, 1971.

Description: This paper evaluates the progress of the Coordinated Vocational Academic Education (CVAE) program for disadvantaged students in Georgia for the school year 1970-71. Evaluation was based on changes in grades, attendance, and attitudes of students as compared with the previous school year when the new coordinated program was not in effect. The CVAE program grew out of two previous vocational programs, one a state training plan for disadvantaged students, and the other developed in Forsyth County to combat high dropout rate, negative student attitudes, student frustrations, and lack of basic skills. These two plans were evaluated and their most advantageous aspects combined in one program, CVAE, initiated throughout the state during the 1970-71 school year. This combined program was designed to help reduce the high dropout rate in Georgia by offering the students realistic academic-vocational instruction with work experience and individual attention. Data were collected through visits with school coordinators, students, and random sampling of students. Conclusions indicated that the new program appeared to be accomplishing its objectives and its real potential was encouraging.

Suggested Use: This report can be used as a model by state consultants and local administrators interested in implementing a state CVAE program.

How to Obtain: This document is available in microfiche and hardcover from ERIC, RIE, ED#068665, VT0170191.

Yoon, Ken M. Occupational Information and Guidance Service Center. Final Report. 65 p., ERIC Retrieval System, June 1972.

Description: As a federally funded year long exemplary project, Hawaii's first occupational information and guidance service center located in Honolulu aimed to effect a closer relationship among schools, industry, and government in order to increase vocational awareness in students. Resource materials for school counselors and agencies involved in youth employment were developed,

occupational guidance workshops and conferences were conducted, occupational information materials were disseminated and program budgeting and evaluation were carried out.

Suggested Use: This study is of primary importance to local administrators, particularly those with extensive programs for the disadvantaged who are interested in finding ways to expand student and community awareness of these programs. Resource materials, a bibliography and program evaluation are included in the Report.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#067461, VT016545.

C. Monographs and Governmental Publications

California State Department of Education. Special Assistance for the Disadvantaged and Handicapped in Regular Secondary Vocational Education. Sacramento, September 1972.

Description: This evaluation of the use of funds set aside from the Vocational Education Amendments during 1971-72 was an effort to judge the effective educational accountability for use of schools' Part B funds for the disadvantaged and handicapped. The evaluation was completed through the use of field investigators and validated through observation. The study covered an assessment of dollar expenditures and accounting procedures, student characteristics and the nature of services provided by these funds. Included is a breakdown of survey and interview methodology used in determining whether the schools were actually spending the funds set aside for the bonafide vocational education disadvantaged student who could not succeed or would not be expected to succeed in a regular program without special assistance. One startling finding of this report was that at 7 of the 28 selected schools included in this survey where Part B funds for the disadvantaged were used, administrators interviewed could not identify these funds in their budgets.

Suggested Use: State consultants will find valuable the report's methodology to determine fiscal accountability of funds designated to local programs.

How to Obtain: This report is available from the State Department of Education, Vocational Education Section, Sacramento, California.

Examples of Innovative Programs in Vocational Education. Washington, D.C.: American Vocational Association, 1971.

Description: This pamphlet describes briefly imaginative programs in vocational education in eleven states across the nation. States in which these exemplary programs are located include Pennsylvania, Florida, Connecticut, Arizona, North Dakota, Missouri and Kentucky.

Suggested Use: Presented here is new information for state consultants and local administrators interested in developing imaginative and successful vocational-education programs.

How to Obtain: This report is available from the American Vocational Association, 1510 H Street, N.W., Washington, D.C., 20005.

Lee, Arthur M. A Data Base for Vocational Education and Manpower Training. Project Baseline Supplementary Report, October 1974.

Description: The results of the Project Baseline investigation of a national automated data base developed to include, but not limited to vocational education, are documented in this publication. The report gives the reader an understanding of what is involved in putting together the data base--an arrangement under which automated record keeping would supply the needs of users in educational agencies, area offices, state agencies, district offices and federal agencies.

Suggested Use: An automated information system for national reporting is of interest to all educators of the disadvantaged for such a system would answer a number of questions concerning the spending of public funds and the course sections conducted for regular, handicapped, disadvantaged, or handicapped and disadvantaged. The data elements would be collected at the source and include the identity of all training programs, their location, grade levels at which taught, and the kind of students enrolled in each.

How to Obtain: This report is available from Arthur M. Lee, Project Director, Project Baseline, Northern Arizona University, Flagstaff, Arizona.

Maine Department of Education. "Turning On the Turned Off," Vocational Programs for the Disadvantaged in Maine. Augusta: Maine Department of Education, Bureau of Vocational Education, 39 p., 1974.

Description: This publication describes programs in 26 Maine public schools and institutions for the disadvantaged--programs sponsored by the Bureau of Vocational Education and developed and implemented in cooperation with local school systems and other organizations concerned with job preparation for the

disadvantaged. Schools can reach the "turned-off" student but not by traditional means. They must deal with the total needs of the student, courses must relate to his world, ways must be found to make the student feel "good" at something faster than by going it on his own (dropping out). Often this means finding the student part-time work, reshuffling his class schedule and making the in-class and on-the-job training complementary and relevant.

Suggested Use: This booklet answers questions about how the programs were initiated, their nature, and the need for them. It is designed to encourage other educators to contact these program directors for more information and be stimulated to consider developing similar programs. Institutions which train vocational-education teachers might wish to consider some of the approaches illustrated as more emphasis is placed on staff development for the disadvantaged.

How to Obtain: This report is available from the Maine Department of Education, Bureau of Vocational Education, Augusta, Maine.

Model Cities Exemplary Vocational Education Project of the Tucson Public School District #1. Tucson and Phoenix: Tucson Model Cities and the Arizona State Department of Vocational Education; June 1974.

Description: This is a final project report on the Tucson program undertaken to broaden the occupational understanding of all pupils, to help them to an awareness of their own potential, and to train and place certain youth (particularly the actual and potential dropout) in employment. Work was done in a total school environment, elementary and secondary levels, and the community. The use of a third party evaluator feedback system helped maintain the quality of the project by establishing checklists and fill-out return cards which constantly monitor progress of project participation.

Suggested Use: This publication can be of assistance in setting up career information kits, extended day skills training courses for dropouts and the career information center for high school students. Also included are guidelines for teacher-pupil planning, coordination of a job placement center and an educational fair.

How to Obtain: This report is available from the U.S. Department of Health, Education and Welfare, Bureau of Adult, Vocational and Technical Education, Washington, D.C., Project Number 361160, Contract OEG-0-71-4168 (361). Also available from John T. Michel, Tucson Public Schools District No. 1, 1010 East Tenth Street, Tucson, Arizona 85717.

Strong, Merle E., Study Director. Wisconsin's Vocational and Technical Education Programs for Persons with Special Needs. Madison: University of Wisconsin, 150 p., 1972.

Description: This study assessed the programs and services offered to persons with special needs and highlights a number of innovative projects. Its primary interest is the appropriateness and availability of services for these persons. In addition, the report emphasizes the difficulties which confront handicapped and disadvantaged persons who are seeking employment.

Suggested Use: District directors and local vocational-education coordinators were interviewed to gain insight into administration successes and the needs of programs for the disadvantaged and handicapped at the district level. Their responses along with the description of new and innovative programs make this study worthwhile for local administrators.

How to Obtain: This report is available from the Center for Studies in Vocational Education, University of Wisconsin, Madison, 321 Education Building, 1000 Bascom Mall, Madison, Wisconsin, 53706.

U.S. Department of Health, Education and Welfare. Abstracts of Exemplary Projects in Vocational Education. Washington, D.C.: U.S. Government Printing Office, 146 p., June 1973.

Description: This booklet provides background information on the Vocational Exemplary Projects--broadly conceived, research-based programs of career education--and an abstract of activities being undertaken in many such projects. Section 142(c) of Part D of the Vocational Education Amendments of 1968 (P.L. 90-576) provided funding for the U.S. Commission of Education to use in awarding direct grants and contracts to these local school districts and other appropriate organizations for the conduct of exemplary projects in vocational education.

Suggested Use: This paper lists exemplary projects--one from each state, the District of Columbia, and Puerto Rico--with complete mailing address, administrative structure breakdown, program design outline, and detail of program components. In addition, the paper documents the factors weighed in citing well-designed programs and well-intentioned components including emphasis and imagination in occupational orientation, occupational guidance, counseling, placement and follow-up.

How to Obtain: This document can be obtained from the U.S. Department of Health, Education and Welfare, Division of Vocational and Technical Education, Washington, D.C.

II. RESEARCH STUDIES

A. Journal Articles

Beachum, Herbert C. "Opinions of Educators Regarding Ways to Improve the Effectiveness of Teaching the Disadvantaged," Illinois Career Education Journal, Vol. 32, (Winter 1975), pp. 11-15.

Description: During the school year 1972-1973, 750 questionnaires, equally divided, were sent to Florida educators selected from three groups--principals, counselors, teachers--and scattered throughout the state's 67 counties. These questionnaires were part of a study to ascertain the opinions of educators regarding specific undertakings by principals, counselors, teachers, disadvantaged students, their parents, and others to improve the effectiveness of teaching disadvantaged students. Two hundred and thirty-four usable returns were received: 104 principals, 77 counselors, and 53 teachers. The data obtained from these questionnaires form the text of this report.

The study revealed an urgent need to provide necessary pre-service (such as activities and experiences to equip the teachers for teaching disadvantaged students) as well as more realistic in-service programs (such as activities designed to assist educators with the problems of managing instructions, students, and the environment). Additionally the data suggest that efforts to identify or develop strategies for improving the teaching of disadvantaged students be undertaken.

Suggested Use: The format of the study is a breakdown of particular "do's" for all individuals concerned with the education of the disadvantaged. The author makes no claims that the results and the applications of the study be generally transferable to the country as a whole, but believes that in spite of the small percentage of returns, the study represents an accurate picture of the situation in the state of Florida, and that states of similar size and characteristics at the time of the study may draw their own implications.

Edington, Everett D. "Disadvantaged Rural Youth," Review of Education Research: Education for Socially Disadvantaged Children. Volume 40, No. 1, (February 1970), pp. 69-82.

Description: The author reviewed the available relevant research and attempted to identify those characteristics which, because they are unique, tend to cause the student in rural areas to become disadvantaged.

The major characteristics of rural disadvantaged students were similar socioeconomic status, aspirations, attitudes, educational achievement, educational retention, curriculum, cultural and social status.

Suggested Use: The author, in concluding his survey of available material, indicated that studies of rural children were at the same level of research as studies directed at disadvantaged children in general. Qualitative studies of function and process are absent; status studies have dominated. The latter contribute to classification and some administrative functions but are not helpful in the development of really effective correctional compensatory programs which circumvent the handicaps of the disadvantaged rural child.

Jablonsky, Adelaide. "There are Some Good Teachers of the Disadvantaged." IRCD Bulletin, Vol. III, No. 2, (March 1972).

Description: Working from a collection of school systems and projects viewed by responsible evaluators as "successful", the author proceeded to determine the specific school unit within those projects which best fulfilled the objectives of the program. Then he spotlighted the instructors in an attempt to identify and study outstanding teachers of the disadvantaged in the inner city school setting. Seven teachers in six different situations in cities across the country were observed in action.

In conducting the survey, the author queried school principals about their ideas of "best" teacher. The characteristics which emerged included charismatic, compassionate, intelligent, emotionally mature, hardworking, highly creative and knowledgeable. Of course, the author is quick to point out, these characteristics are only generalizations, not rigid qualifiers. However, in site visits ranging from a fourth grade self-contained classroom with a single teacher to a bilingual program featuring a Mexican-American teacher, a regular class teacher with two aides, and a paraprofessional, each individual teacher displayed in the author's view, adaptations of the description modified to the circumstances.

Suggested Use: The author was pleased that the infusion of funds into the local school system from federal and state sources (which require careful planning, written proposals and evaluations) had prompted administrators and teachers to think of better ways to educate children. In this report, the teacher is largely viewed apart from the the other workings of the school environment as the "stimulator and creator" of needed change in the education of the disadvantaged. But no matter how imaginative or flexible the teacher is as an individual, the "success" of the program involves not only the worth of the instructor but the availability of other resources as well. These other resources include a community that supports their efforts, the materials for use, an adequately small student load, the help of special teachers, and an unrepressive atmosphere. Federal assistance for schools cannot and does not fully compensate for the social blight one finds in the inner city and other poverty pockets in this country.

Mills, Nicolaus. "Free Versus Directed Schools: Benefits for the Disadvantaged." IRCD Bulletin, Vol. VII, no. 4, (September 1971).

Description: This article analyzed 12 free schools, all of which have proved successful in educating disadvantaged students. The type of school, the location, the kind of administration, and the program results of the 12 schools are featured in this article.

Test scores were used to measure the academic success of the school, but not to the exclusion of more intangible factors such as student opinions about the program. In terms of convential tests and cognitive skills, the only conclusion supported by this survey reinforced previous evidence on the matter of free vs. directed schools; students educated in directed schools tend to do slightly better than those educated in free schools. But the difference is slight and in no way supports a claim of superiority for any one type of school.

Suggested Use: Directedness emerged as a vital element in the teaching of cognitive skills to disadvantaged children. It was difficult to find a successful program in which directedness was not a part of the teaching process. However, there is a difference between overt and covert direction; freedom is not leeway to do whatever one pleases; rather freedom means choice from a number of options. It is not unusual for students in a free school to end up doing many of the same things they would have in a directed school.

Sharp, Laure M. "Vocational Education for Disadvantaged Groups." Vocational Education: Today and Tomorrow edited by Gerald G. Somers and J. Kenneth Little. Madison, Wisconsin: Center for Studies in Vocational and Technical Education at the University of Wisconsin, 1971, chapter 10.

Description: This article explores the importance of the role vocational education plays in remedying the deficit and facilitating the orientation of the disadvantaged toward the world of work. A school system's ability to cope with the multiplicity of tasks assigned to it under the new legislation for the disadvantaged has become increasingly questionable. While the institutions may be willing to tackle the problems of the hard-core disadvantaged, truly effective teaching, counseling, and placement methods have not been developed.

Suggested Use: This author places priority on improving the early childhood education of the deprived so that more children can participate in the regular academic and vocational education programs. Additionally, formal recognition should be given to the wide variety of programs and services now underway which are meeting the specific needs of the disadvantaged population through alternative and unorthodox means.

Sinick, Daniel. "Research on the Teaching of Occupations: 1965-1970," Vocational Guidance Quarterly, Volume 20, pp. 129-137. ERIC Retrieval System, December 1971.

Description: Ninth in a series of reviews of research on the teaching of occupations, this article describes the research reported in doctoral dissertations, masters theses, and other professional literature from 1965-1970. Pertinent techniques and their effectiveness are reviewed with the studies concentrating on special groups of slow learners, agriculture students, non-college bound students, girls and inner city students ranging from kindergarten to college.

Suggested Use: This article will be of interest to vocational educators of the disadvantaged attempting to keep up with current literature on the subject.

Weisman, Lawrence A. "Program Implications of Characteristics of Disadvantaged Student." Illinois Career Education Journal, Volume 32, No. 2, (Winter 1971), pp. 6-9.

Description: The 1972 Amendments to the Vocational and Technical Education Act of 1963 and the policies of the Illinois Board of Education make provisions for the allocation of special funds to help schools meet the costs of providing special programs and services which can enable the disadvantaged to succeed in regular vocational programs. Local Educational Agencies are accountable for their use of these funds and many chief school administrators are concerned with the problem of ensuring related services for the target population. Criteria suggested in the State Plan are used for identifying disadvantaged students. The Illinois Division of Vocational and Technical Education has contracted with Southern Illinois University at Carbondale to examine those criteria for the causative factors which could be used to identify appropriate services and programs to be incorporated in a handbook to be entitled, "A Suggested Guide for Developing Vocational Programs for Disadvantaged Students".

Suggested Use: The guidebook is planned to allow administrators, counselors or teachers to select one or more activities for each student that serve single or multiple purposes. This is done through the selection of a Southern Illinois University prepared activity sheet identifying the learning needs served. For example, if given a criteria for disadvantagement such as reading level at least two grades below grade placement, the probable causes deduced by SIU would be determined as either physical (nurture or nature) or attitudinal (reading not associated with gratification in some social communities). Using the suggested cause, SIU would then prepare activity; i.e., if the youngster, for example, has acquired a strong interest in a particular occupation, reading materials that gratify that desire for information could stimulate reading.

B. Unpublished or Information Retrieval System Publications

Alman, Roy E. The Evaluation of Vocational Programs for Dropout-Prone Junior High School Students. 157 p., ERIC Retreival System. August 1971.

Description: The Work Opportunity Center (WOC) is a vocational facility in a non-school setting with programs designed to meet the special needs of disadvantaged inner city youth. Emphasis throughout the program is on small classes, individualized instruction and the development of positive work, school and self attitudes. A study that compared the WOC program to the regular school program concluded that the WOC program was more effective in developing vocational maturity, increasing general self-esteem, increasing school self-esteem and producing positive post-treatment school attitudes.

Suggested Use: Urban administrators will be interested in the results of this experimental program and the possibility for instituting a comparable program for inner city junior high disadvantaged students. Of particular interest would be the effectiveness of the program in increasing student self-esteem.

How to Obtain: This document is available from University Microfilms, Box 1764, Ann Arbor, Michigan, 48106, Order No. 72-5506, microfiche $4.00; xerography, $10.00.

Education for the Urban Disadvantaged: From Preschool to Employment. A Statement on National Policy. 83 p., ERIC Retrieval System, March 1971.

Description: This Report of the Committee for Economic Development deals primarily with three groups of urban disadvantaged: Blacks, Mexican-Americans, and Puerto Ricans. The report focuses on findings which indicate that while American schools have succeeded with middle and upper income youth, they have commonly failed in educating disadvantaged urban youth. Chapters in the report deal with school environment, pre-school education, vocational education, teachers' educational facilities, accountability and local control, financial resources, and research and development.

Suggested Use: The different chapters of this report will provide local administrators with valuable guidelines for comparison with their own programs for serving disadvantaged minority students in urban areas.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#050189, V0011454. Also available from the Committee for Economic Development, 477 Madison Avenue, New York, New York 10022 ($1.50).

The Education Profession- 1969-1970. 90 p., ERIC Retrieval System, September 1970.

Description: This annual report on the state of the education professions focuses on the problem of educating students from low income families. Among the topics included is a discussion of teaching low income students which defines some of the major issues concerning educating these children in inner city schools. Other major topics set forth the Commissioner's plan to allocate funds authorized by the Education Professions Development Act, most of which are directed to serving the needs of low income children. Additional information in the report includes recent studies and surveys on education and how they relate to students of low income families and a projection of the needs of educational personnel in vocational and technical education with particular attention to the personnel who serve the economically disadvantaged.

Suggested Use: State and local administrators will find this report useful for sharpening their understanding of the issues involved in developing programs for and teaching low income disadvantaged students.

How to Obtain: This report is available in microfiche from ERIC, RIE, ED#049161. Also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, (Catalog No. HE 5.258:58032-70; $1.00).

An Evaluation of Summer Enrichment Programs of the Public Schools of the District of Columbia. Summer 1969, Final Report. 105 p., ERIC Retrieval System, November 1971.

Description: The purpose of this study was to evaluate the 1969 Summer Enrichment Programs for the District of Columbia public schools. There were 33 different programs involving approximately 12,890 students and using 675,000 dollars of appropriated District of Columbia public school funds. Included in the study was a vocational education program for the disadvantaged. Data were gathered within the framework of a non-statistical model. This information included: background and demographic data, purpose of program, objectives, description and procedures, results, major strengths, problems encountered and recommendations.

Suggested Use: This study will be useful to state vocational educators responsible for the disadvantaged and/or urban administrators since a section is included that deals with problems encountered in administering large vocational education programs for the disadvantaged. Of special interest is the "problems encountered" section of the study in which project directors discuss problems of student and staff recruitment, and problems in overall program planning and design in large urban vocational education programs for the disadvantaged.

How to Obtain: This study is available in microfiche and hardcover from ERIC, RIE, ED#053238.

Harris, James Lee. The Enrollment Rates, Dropout Rates and Economic Benefits that Characterize the Experience of the Disadvantaged in Oklahoma's Occupational Training. 101 p., ERIC Retrieval System, May 1970.

Description: Since occupational training of the disadvantaged presents special problems for the educator, this study provides information on some of the needs of disadvantaged students. Data were collected by the Occupational Training Information Center and the Oklahoma Research Coordinating Unit from the full time occupational students in the state. The results show:

(a) overrepresentation of the culturally and physically handicapped in occupational programs in Oklahoma
(b) at the same time, the economically disadvantaged are underrepresented
(c) higher dropout rates for the disadvantaged, except for the physically handicapped
(d) no difference of economic benefits and placement rates

Suggested Use: This report focuses on dropout rates and underrepresentation of disadvantaged students in vocational education programs. Educators dealing with the disadvantaged will find specific recommendations in this report on how to combat such situations.

How to Obtain: This report is available from University Microfilms, Inc., 300 N. Zeeb Road, Ann Arbor, Michigan 48106, (Order No. 71-1162, microfiche $4.00).

A National Study to Identify Outstanding Programs in Vocational Education for Handicapped and Disadvantaged Students. 210 p., ERIC Retrieval System, November 1971.

Description: This publication contains information from a survey of 49 states, the District of Columbia and Puerto Rico, by the National Association of State Directors of Vocational Education, concerning programs for handicapped and disadvantaged students. Programs are described in terms of:

(a) program objectives
(b) program funding
(c) student characteristics and recruitment methods
(d) staff characteristics
(e) vocational offerings
(f) program characteristics such as program length and time spent in formal instruction
(g) program coordination
(h) materials and equipment needs
(i) program evaluation, future plans

Data were obtained through interviews, consultations, visits to the exemplary programs, conferences, presentations and literature reviews. Findings and recommendations in each phase of the original study are presented in the abstract.

Suggested Use: This report is intended to be used as a working manual by local administrators and state consultants to establish appropriate guidelines for special programs to increase and improve the educational opportunities for culturally deprived young people.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#053320, VT013646.

Robinson, Oliver W. and Henry E. Schmitt. What School Administrators Should Know About Vocational Education for Disadvantaged Youth in Rural Areas, 24 p., ERIC Retrieval System, June 1971.

Description: A basic problem facing school administrators, supportive staffs and school boards is how to successfully implement vocational programs for rural disadvantaged youth. With that fact in mind, this document presents an overview of the entire vocational education process.

Suggested Use: This comprehensive survey of state programs should prove invaluable to educators at all levels who are interested in various programs of vocational education for the disadvantaged. Further, it identifies a variety of programs, all of which have been recommended as outstanding in serving vocational-education disadvantaged students.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#058145, VT014412.

The Social Background of the Student and his Prospects of Success in School. 3 p., ERIC Retrieval System, September 1971.

Description: The main problems in the relation between social background and school achievement are how to:

(a) ensure equality of educational opportunity in all fifty states,
(b) raise educational standards,
(c) improve the quality of schools by improving the educational professions while meeting the needs of the disadvantaged and handicapped children.

In recent decades, the federal government has given increased emphasis to vocational education and to specific problems occuring in school resulting from socioeconomic inadequacies. Current and recently passed legislation represents an unprecedented

growth of federal support for education permitting expansion of vocational education research, employment of health and psychological specialists, and compensatory education. This full report is available in microfiche from the International Bureau of Education, Palais Wilson, 1211 Geneva 14, Switzerland.

Suggested Use: This brief American response to an International Bureau of Education questionnaire contains relevant information for all educators who are interested in the role the federal government is playing in vocational education programs for the disadvantaged.

How to Obtain: This document is available in CEAS Abstract Series, No. 1-4 (ED 060 227).

Steed, Allan Terry. Vocational Education Programs for Special Needs Students in Secondary Schools of Mississippi. 56 p., ERIC Retrieval System, September 1970.

Description: Through questionnaires and interviews with teachers, administrators, and students in 46 Mississippi secondary schools offering special needs programs in vocational education, this report of the study sought to:

(a) describe existing programs for special needs students
(b) provide information on students and teachers in these programs
(c) compare teacher and administrator appraisal of the programs
(d) determine the acceptance by students, parents and the public of these programs.

Self appraisal of the program disclosed several shortcomings:

(a) lack of orientation programs
(b) inadequate preparation of administrators and teachers
(c) lack of participation of other teachers and guidance personnel
(d) insufficient equipment and other teaching materials

Suggested Use: By incorporating the views of all persons connected with a state program for the disadvantaged, this report provides local vocational educators and administrators with information useful in the decision making process, resource allocation, program planning and implementation, and staff selection and training.

How to Obtain: This study is available in microfiche and hardcover from ERIC, RIE, ED#048474, VT012560.

To Serve Them Better: A Report of the Special Needs Study on the Occupational Education Needs of Handicapped and Disadvantaged Secondary School Youth in Westchester County, 1968. Abstract. 42 p., ERIC Retrieval System, 1968.

Description: To improve the educational services to the handicapped and disadvantaged youth of the county, the characteristics of the national population with special needs and the employment opportunities ultimately available to them are reported. The second phase of this study concentrates on the culturally deprived

program for the disadvantaged in rural areas. Special attention is devoted to:

(a) historical development of programs,
(b) exemplary programs and procedures,
(c) school organization patterns,
(d) labor, industry and school cooperative efforts,
(e) developing professional personnel,
(f) determining program offerings, and
(g) developing, adapting and revising instructional resources.

Strengths and weaknesses of these programs are also examined.

Suggested Use: School administrators will find that this document provides a brief but thorough reference source for developing and improving programs for rural disadvantaged youth. In addition, this document was designed to help school administrators view key administrative concepts relative to this type of vocational education program.

How to Obtain: This document is available in microfiche and hardcover from ERIC, RIE, ED#057181, VT012965. Also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock No. 1780-0774, 30¢).

Walker, Robert W. What Vocational Education Teachers Should Know About Disadvantaged Youth in Rural Areas. 29 p., ERIC Retrieval System, October 1971.

Description: Referred to as a "state of the art" project, this paper focuses on rural academically disadvantaged students, the factors which contribute to their maladjustment and their personal characteristics.

Suggested Use: This paper can be used by local administrators and teachers in rural areas to identify academically disadvantaged students and to develop programs at the local level to meet the needs of students identified as academically disadvantaged.

How to Obtain: This paper is available in microfiche and hardcover from ERIC, RIE, ED#059352, VT01367. Also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, (Stock No. 1780-8047, 30¢).

Work Experience, Career Exploration Program (WECEP), Advisory Committee Report: Evaluation and Recommendations. 82 p., ERIC Retrieval System, June 1972.

Description: The WECEP is a pre-vocation exploratory program for educationally disadvantaged ninth grade students. The program emphasizes the cultivation of individual talents, development of social skills, and the recognition of the student as an individual

with social and economic worth. Based on data collected from school records, interviews with students, and employer ratings, the major finding of the evaluation was that these students showed significant improvement in their behaviors and attitudes such as cooperation, completion of tasks and pride in work.

Suggested Use: This report should be of value to all teachers of the disadvantaged particularly because it emphasizes social rather than academic development of junior high school students.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#068651, VT016948.

C. Monographs and Governmental Publications

Brolin, Don E. "Programming Retarded in Career Education", Working Paper #1, Project Price, 27 p., September 1974.

Description: This is the first of several working papers written to be disseminated to professionals interested in redirecting services and infusing change into educational programs for educable mentally retarded students. Project PRICE (Programming Retarded in Career Education) is a response and challenge to those who believe traditional educational practices are failing to meet sufficiently the needs of many regular and special class students. The goals of Project PRICE are threefold:

(a) to develop an inservice/staff development model to educate regular and special education personnel to provide effective career education to educable mentally retarded students in K-12 programs,
(b) to identify and develop appropriate types of techniques, materials and experiences so that school personnel can work more effectively with educable mentally retarded students in a Career Education context,
(c) to complete and disseminate the resulting inservice/staff development training program so that it can be utilized throughout the country by school systems desiring to adopt the career education approach.

Suggested Use: The author presents a list of 22 competencies which he recommends as most important for educable mentally retarded students to acquire before leaving the secondary school program. The recommendations fall into the following curriculum areas:

(a) daily living skills (family fainances, food, etc.)
(b) personal social skills (self-concept, independent functioning, etc.)
(c) occupational guidance and preparation skills (work behavior, job adjustment, etc.)
(d) academic skills.

The recommended curriculum indicates a radically new orientation for most regular and special education administrators and teachers, requiring their endorsement, modification (where needed) and instructional ideas.

How to Obtain: This report is available from the U.S. Department of Health, Education and Welfare, Office of Education, Grant No. OEG-0-74-2789.

Brandon, George L. An Appraisal of Manpower Training Programs Established by Congress in the1960's, Project Baseline Supplementary Report, 87 p., August 1974.

Description: This report is a limited overview and informal appraisal of the Manpower Development and Training Act and its amendments since 1962. Vocational educators, especially, at the state and local levels, have provided facilities, personnel, and expertise in the conduct of manpower programs. Yet some of these same local vocational educators, perhaps full time employees in a manpower program, express reservations regarding the acceptance of the disadvantaged and other target groups by vocational education. These reservations imply to the author that vocational-education has developed "a stronger overriding concern for the clientele of post-secondary program--an 'upward bound' thrust compensating for the downgraded image of the past which has not been dispelled."

Suggested Use: The study is intended for the Congress, the National Advisory Council on Vocational Education, and vocational educators. In summation, the author maintains that vocational education and manpower training and development are compatible and should be supportive of each other in the objective of training the nation's work force.

How to Obtain: This report is available from Project Baseline, Northern Arizona University, Flagstaff, Arizona.

Burt, Sam and Calvin Dellefield. Local School System Advisory Committees and the State Advisory Councils on Vocational Education. National Advisory Council on Vocational Education.

Description: This report explains why the state advisory councils for vocational education are interested in the effective utilization of local advisory committees, what they found in their attempts to involve the committees, and what they are doing to help strengthen them.

In addition, the report stated that though there is little or no research literature which supports or negates the impact of these advisory committees, an examination of the variety of activities and services provided by the local advisory committees is sufficiently convincing to warrant the efforts to establish and utilize them.

Suggested Use: This report will aid local vocational-education administrators who will want to review the annual reports, letters, and other documents submitted by 25 selected representative state councils in response to a 1973 memorandum from the Executive Director of the NACVE concerning local advisory councils for disadvantaged student programs.

How to Obtain: This report is available from the National Advisory Council on Vocational Education, 425 13th Street, N.W., Suite 412, Washington, D.C. 20004.

Gysbers, Norman C. and Lynda L. West. "Career Education: Its Implications for the Educable Retarded", Project PRICE, Working Paper #3, 15 p., March 1972.

Description: This paper attempts to delineate the major issues confronting professional educators related to the emergence of career education programs; further, it relates the position of Project PRICE to the educational needs of retarded students. The paper first includes a review of the literature about career education for the educably retarded; this is followed by a discussion which identifies and describes Project PRICE's position on these issues as they relate to the Project's major goal of better preparing school personnel to teach educable retarded students. It is the contention of Project PRICE that career education--or rather, a life ethic or life preparation perspective of career education, better suits the needs of the educable mentally retarded. It is an education that focuses on facilitating life goals, growth and development rather than just occupational education.

Suggested Use: All educators interested in career education will find this report beneficial for it states that resolving the basic differences between career education and vocational education is not the problem. Instead, educators need to concentrate on real life needs, job related needs and survival needs.

How to Obtain: This report is available from the U.S. Department of Health, Education and Welfare, Office of Education, Grant No. OEG-0-74-2789.

Kohen, Andrew I. Determinants of Early Labor Market Success Among Young Men: Race, Ability, Quantity and Quality of Schooling. Columbus: Center for Human Resources Research, The Ohio State University, January 1973.

Description: The study focuses upon the determinants of early labor market success among that segment of the sample (of white and black youth on their hourly earnings and occupational status) who had completed at least eight years of school but were not enrolled in the fall of 1966; the object was to ascertain the relative influence of schooling, ability, and several other characteristics on hourly earnings and occupational status.

Suggested Use: Local administrators and teachers will be interested in learning that this study determines that the socioeconomic status of a youth's family influences both his measured ability and the amount of education he receives, but that it exercises no direct effect on labor market success once these variables are taken into consideration.

How to Obtain: This report is available from Ohio State Univerisity, Center for Human Resource Research, 215 West 11th Avenue, Columbus, Ohio 43201.

Law, Gordon F. "The Impact of Vocational Education and Manpower Training on the Labor Market", Project Baseline Supplementary Report, August 1974.

Description: This report investigates issues in the assessment of the impact of vocational education and manpower training on the labor market. Moreover, the report surveys current practices in vocational education and manpower training with the intent of both defining the great American enterprise of vocational education, and identifying its strong and weak components.

Suggested Use: All vocational educators for the disadvantaged will find these recommendations concerning program evaluation, local accountability for vocational-education, tips on routes to student employment, state supervision of local programs, information systems, and the new types of impact studies valuable.

How to Obtain: This report is available from Technical Education Research Center, Inc., Washington, D.C.; also available from Project Baseline, Northern Arizona University, Flagstaff, Arizona.

Lee, Arthur M. Learning a Living Across the Nation. Volumes 1, 2, and 3. Project Baseline. Flaggstaff: Northern Arizona University, 1214 p., November 1972.

Description: Project Baseline was a two-year united effort to supply the information everyone needs about vocational education yet no one seems to have--what the states, including the District of Columbia, Puerto Rico and the territories, know about their own vocational education students, programs, costs, and results.

Volumes I and II are compilations of statistical and descriptive data for school years 1970-71, 1971-72. Volume 2 adds 1972-73 data. Each year's data were compared with the preceding year, and together identify trends and confirm developments in vocational-education. For example, in fiscal year 1972, over 6% of the total secondary vocational-education programs were organized specifically for the disadvantaged. Also, higher percentages of minority groups than the rest of the population were enrolled in manpower training.

Suggested Use: This document is of particular relevance to both state consultants and local administrators attempting to establish a consistent flow of quantitative and qualitative information for use in the planning of vocational education strategies.

How to Obtain: This report can be obtained from the National Advisory Council on Vocational Education, Washington, D.C.; also available from Authur M. Lee, Project Director, Project Baseline, Northern Arizona University, Flagstaff, Arizona.

Lunsford, Jim. Report on Attitudinal Survey and Needs Assessment Relative to Programs for the Disadvantaged and Handicapped (Local Administrators and Teachers). Programs for the Disadvantaged and Handicapped, Division of Occupational Education, N.C. Department of Public Instruction, Raleigh, 20 p., August 1974.

Description: This report contains the results of a state-wide survey of local program administrators and teachers of occupational education. Fifty percent of the 200 teachers, and 100% of the 80 local administrators responded. The data gathered from the responses were analyzed by the N.C. Department of Public Instruction to ascertain thoughts and opinions about special programs from field directors. A basically positive attitude toward special programs emerged, accompanied by strong calls for increased program flexibility and the integration of these programs into the scope of "total education".

Suggested Use: To assist educators attempting to provide effective leadership in program design and development for the disadvantaged and handicapped.

How to Obtain: This report is available from the North Carolina Department of Public Instruction, Raleigh, North Carolina.

McIntosh, Sara, LaNelle Tuoti and Greg Brown. "Daily Living, Personal-Social, and Occupational Skills Development for Educable Retarded Students", Working Paper #4, Project PRICE, 41 p., March 1975.

Description: This working paper is intended to present what the Project members conceptualize as the major components of the set of twenty-two competencies listed and discussed in the first working paper. The project is designed to result in a methodology by which school systems can educate personnel to provide more relevant information and supportive services to educable retarded students within a career education concept.

Suggested Use: Information presented should be of assistance to those educators interested in implementing a more comprehensive career education program for retarded students.

How to Obtain: This report is available from the U.S. Department of Health, Education and Welfare, Office of Education, Grant No. OEG-0-74-2789.

Miller, Robert and LaRue Miller. The Impact of Vocational Education Research at the Federal and State Levels. Project Baseline Supplementary Report, 132 p., October 1974.

Description: In 1965, the first funding for research and development in Vocational and Technical Education was provided for under the Vocational Education Act of 1963 (VEA). In the past ten years years, 250 million dollars have been spent in an effort to implement research projects, exemplary projects, and curriculum development in order to meet the expanding role of vocational education. The state administered projects under Parts C and D (research and exemplary priorities) have been categorized and the resulting pattern analyzed.

Suggested Use: The report summarizes, with a descriptive interpretation, the over-all ten year effort in a compact educational working bibliography.

How to Obtain: This report is available from Project Baseline, Northern Arizona University, Flaggstaff, Arizona.

A National Policy on Career Education: Eighth Report. National Advisory Council on Vocational Education. September 1974.

Description: This report delineates the distinctions between vocational and career education and recommends changes in federal policy to spur further advances in making education more relevant to the needs of students. It recommends that policy makers and legislators realize that career education and vocational education are not synonymous; that curriculum development being done in the name of career education does not meet the needs of a vocational education curriculum.

Suggested Use: The report calls for the repeal of "irrelevance" in American education and in its place the integration of modern thought and practice about education into one concept--career education, education relevant to the world of work and the achievement of the "good life".

How to Obtain: This report is available from the National Advisory Council on Vocational Education, 425 13th Street, N.W., Suite 412, Washington, D.C. 20004.

New York State Advisory Council on Vocational Education. Building Cooperative Working Relationships: Report on the First Statewide Conference for Local Advisory Councils on Occupational Education. June 5-6, 1973, Syracuse.

Description: This article reports the compilation of suggestions and ideas developed for local use during a two-day advisory council conference. The purpose of bringing together for the first time representatives of the 46 local advisory councils and the members of the state advisory council was to explore new ways of upgrading vocational education for youth. Participants in the conference were divided into five concurrent workshop groups to discuss and compile suggestions about council activities and operational procedures. Membership in each of the five workshop groups was arranged with consideration to the student population served by the groups present. The five areas of concern addressed were:

(a) SACVE/NACVE membership,
(b) attendance,
(c) management,
(d) communications, and
(e) the image of occupational education.

Evaluation was called the "weak link" in the occupational education chain. Councils reviewed various plans and reports, the workshop members conceded, but the bulk of evaluation was done by the local director. Their recommendation was that local councils should have more direct involvement in the actual evaluation process in such areas as employment needs and data collection.

Suggested Use: The major addresses given at the conference are offered in condensed form along with a summary of the main points advanced by the two open-discussion sessions.

How to Obtain: This report is available from the New York State Advisory Council on Vocational Education, 1624 Twin Towers, Albany, New York 12210.

Problems of Coordination Duplication and Gaps in Occupational Education. Volume I. Operations Research Institute, October 1970.

Description: This volume contains the narrative coverage of information obtained through interviews conducted in the three pilot study cities of Atlanta, Cleveland and San Francisco. The reactions of Atlanta interviewees characterize the disadvantaged population as an essentially black population; in Cleveland, "hard core" disadvantaged were not being reached; in San Francisco, outside the public school system, vocational education was viewed as archaic and ineffective.

Suggested Use: All vocational educators will be interested in this in-depth examination of three "typical" cities and how each city attempted to deal with the problems of vocational education in the public schools.

How to Obtain: This report is available from the National Advisory Council on Vocational Education, Washington, D. C.

Project CAREER's Pilot Implementation Program for Students with Special Needs: Springfield Public Schools. Springfield, Massachussetts, June 1974.

Description: This publication describes the use of the CAREER data bank for special needs students and the transferral of behavioral objectives to classroom use. The CAREER data bank is based upon a pre-designed set of behavioral objectives with pre- and post- testing and prerequisite learning development tasks as a method of continuing student assessment.

Suggested Use: This guide offers information and constructive ideas relative to the design and implementation of a creditable career education program for special needs students.

How to Obtain: This publication is available from the Springfield Public Schools, Springfield, Mass.

Ray, M. Douglas, Principal Investigator. Wisconsin Vocational, Technical and Adult Education Districts and the Handicapped, A Survey of the Consumers. Madison: Center for Studies in Vocational and Technical Education: University of Wisconsin, 1974.

Description: This study was made to determine the availability and adequacy of vocational-technical training opportunities for the disabled in Wisconsin as perceived by the disabled themselves. The study includes a questionnaire survey mailed to over 400 past/present students of technical schools throughout Wisconsin. It was developed after conducting the case study interviews on which it was partly based. The questionnaire survey sought to determine what services and opportunities the handicapped saw as available to them, how they learned about these services and the opportunities, and how adequate the students believed these services and opportunities to be.

Suggested Use: This study can be used by vocational-education administrators as a model in developing a similar questionnaire to determine the reaction of their former students to the administrators' vocational programs.

How to Obtain: This document is available from the Wisconsin Advisory Council for Vocational Education, Madison; also available from the Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, 321 Education Building, 1000 Bascom Mall, Madison, Wisconsin 53706.

A Special Study of P.L. 90-576, Part B Disadvantaged Funding in the State of Washington. Washington Advisory Council on Vocational Education, February 1975.

Description: This study gives clarification as to how disadvantaged and handicapped monies funded by P.L. 90-576 were utilized in the State of Washington during the Fiscal Year ending June 30, 1974. The study was requested by the General Education Subcommittee of the House of Representatives on Education and Labor during a hearing in Seattle, August 1974.

The following considerations were addressed in preparing the report:

(a) how many dollars were set aside and spent for disadvantaged and handicapped vocational-education, and whether minimum percentages required by law were met.

(b) how many state and local dollars were matched with federal dollars for each category.
(c) how was the money spent in terms of programs, activities, and services.
(d) the effectiveness of the programs, activities and services provided with the disadvantaged and handicapped monies and what progress was made.

The methodology included site visits with questionnaires from selected programs in high school and vocational-technical institutes, data from the Coordinating Council for Occupational Education in Wisconsin, public hearings, and information, advice and counsel from the Office of the Superintendent of Public Instruction.

Suggested Use: Two important recommendations were made to the state agencies that may be transferrable to other local and state educational agencies operating special needs programs:
(a) surveys should be conducted to determine minimum educational and experience standards for vocational-education instructors
(b) a short training course for school nurses should be developed to assist them in identifying and serving the disadvantaged and handicapped.

How to Obtain: This report is available from the Washington State Advisory Council, 120 East Union, Room 207, Olympia, Washington 98504.

Swanson, Gordon I. The Preparation of Teachers for Vocational Education. Project Baseline Supplementary Report, Flaggstaff: September 1974.

Description: This report examines the issues, problems, successes, achievements, limitations and the implications of these in the process of vocational teacher education. The report identifies the inadequacies of the data base for vocational education as well as for professional development and specifies some of the needs that emerge. Program quality, including the flexing standards of certification and accreditation, are highlighted along with the management problems of teacher education.

Suggested Use: All vocational educators will view with interest this report of the difficulties and proposals for alleviating such difficulties associated with preparing vocational education teachers.

How to Obtain: This report is available from Project Baseline, Northern Arizona University, Flagstaff, Arizona

Training America's Labor Force: Potential, Progress and Problems of Vocational Education. Report to the Congress by the Comptroller General of the United States, October 1972.

Description: The General Accounting Office (GAO) reviewed federal vocational education programs in the high schools of California, Michigan, Ohio and Pennsylvania to find out whether legislative objectives were being achieved and to identify major problems. In fiscal year 1972, these four states received 104 million dollars, or 22% of the total federal assistance for vocational education. The objective of the Vocational-Education Act of 1963, as amended in 1968, is to provide all persons who need vocational education with access to vocational training. Particular emphasis is placed on meeting the needs of the disadvantaged. At the time the review was made, the objective of the legislation had not been fully understood, and had not been achieved either nationwide or in any of the 4 states mentioned here. The high school students presumed to need vocational training the most (those not going on to 4-year colleges) were not receiving it. In the four states reviewed, the state educational agency and local education agency officials did not comprehend completely the intended use of the "set aside" funds for disadvantaged persons and used the money in regular vocational-education programs.

Since that time the Department of Health, Education and Welfare has issued clarifying guidelines to better define information needed to help these agencies establish and manage special programs for the disadvantaged.

Suggested Use: This report will be viewed with particular interest by vocational-education educators who view their primary problems as insufficient funding and a bad image caused by overemphasis of the academic curriculum. In this report, the GAO argues that these factors may be interrelated and self-perpetuating; an aversion to vocational-education results in a reluctance to provide funds; lack of funds leads to insufficient programs and, consequently, a less favorable image. Yet, the report concludes, there has been little research on the exact nature and extent of the image problem and its relation to the funding for vocational education.

How to Obtain: This report is available from the U.S. Government Accounting Office, 441 G Street, N.W., Washington, D.C. 20548.

U.S. Department of Health, Education and Welfare. Applied Research Projects Supported in Fiscal Year 1974 Under Part C of the Vocational Amendments of 1968. Washington, D.C.: U.S. Government Printing Office; June 1974.

Description: This report contains basic information on the legislative and regulatory framework applying to the Part C research program--the planning and procedures leading to the determination of the program priority areas for the fiscal year and the processes used to implement the award program. Additionally it contains the award outcomes in terms of an overview of the purposes and expected results of the funded projects, as well as abstracts of the individual projects and identification of several special projects of national significance.

The Department of Health, Education and Welfare states that although the 12 projects in the priority area of the disadvantaged, handicapped, and minority concentrate upon specific groups of people, they, nevertheless, contain substance for the four priority areas of service (guidance and counseling, curriculum, manpower systems, and alternative work experience) and thus contribute to the body of knowledge needed by decision makers concerned with the entire vocational-education population. The potential to produce this information is limited only by the effectivenesy of performance by those who administer and conduct the study programs. Their end product will be information.

Suggested Use: This report provides an overview of the funded projects, including their objectives, procedures, and expected end products. These abstracts should be of interest to those wanting to keep abreast of those vocational-education research projects being sponsored by the Office of Education.

How to Obtain: This report is available from the U.S. Office of Education, Washington, D.C.

U.S. Department of Health, Education and Welfare. Problems of the Upward Bound Program in Preparing Disadvantaged Students for a Post-Secondary Education, Report to the Congress. Washington, D.C.: U.S. Government Printing Office; March 1974.

Description: The purpose of the report was to test the effectiveness of the OE/DHEW administered programs intended to remedy the faulty academic preparation of low income students and motivate them to succeed in education beyond high school.

Suggested Use: Vocational educators will find the results of this study interesting. More care should be directed to the recruiting practices and entrance criteria of Upward Bound

programs. The General Accounting Office review of the records showed that of the 1,000 students participating in these programs at the time the survey was made, 22% were not underachievers and therefore may not have needed the program. Fifteen percent did not meet the family income criteria. Stricter adherence to the qualifying criterion was demanded.

How to Obtain: This report is available from the U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548.

Vocational Education Success Measures and Related Concerns. Washington Advisory Council on Vocational Education, January 1975.

Description: This survey, one part of a set of study activities undertaken by the Washington Advisory Council in the fall of 1974, was undertaken from the viewpoint that placement in a job for which trained should not be the only measure of vocational education success. Though valid and desirable, most educators admit that actual placement of vocational-education graduates has been only a qualified success. A sampling of employers, graduates of vocational programs, current students in vocational programs and local advisory committee members was taken primarily to ascertain what they considered to be other appropriate measures of program success in vocational education. Additionally, information about their thoughts on the quality of existing programs, sources of vocational training, and extent of support for increasing the placement services of public institutions providing vocational training was gathered.

In the survey, an ambivalence became apparent in the way that the user groups perceive those with special problems. In one part of the survey the task of holding onto the potential dropout draws relatively strong support. In another section, the provision for the "physically and mentally handicapped" is not particularly important in comparison with other measures of program success. This would not suggest non-support of the special services for the latter, but rather the preference of industry and education to work with those that have the best chance of success. Employers and other groups must share in the responsibility of developing new ways of dealing with special needs students.

Suggested Use: Vocational educators concerned with improving the image of special needs students for potential employers will find this study valuable.

How to Obtain: This report is available from the Washington State Advisory Council on Vocational Education, 120 East Union, Room 207, Olympia, Washington, 98504.

Wall, James E. The Impact of Vocational Education and Manpower Training on Target Populations: Ethnic Groups, the Disadvantaged, Unemployed, and Unemployable Adults. Project Baseline Supplementary Report, July 1974.

Description: This report attempts to determine whether the disadvantaged and handicapped have indeed been served by the Vocational Education Act of 1963, the Amendments of 1968, and subsequent legislation.

The report was undertaken with four purposes in mind:

(a) to examine activities and services designed to impact on the disadvantaged and handicapped,
(b) to encourage the improvement and expansion of programs for the disadvantaged and handicapped
(c) to encourage the initiation of programs for the disadvantaged and handicapped,
(d) to create an awareness of program impact among influential leaders in the area of services to the disadvantaged and handicapped.

The report suggests that one of the major considerations in planning, implementing and evaluating programs for the disadvantaged and handicapped is that of staff personnel development. The literature indicates that this process must be continuous and that creating personnel sensitivity to the needs of the target group is a dynamic, on-going activity. The need is for consistent and long range planning in education for the underprivileged.

Suggested Use: The report will be of interest to local administrators interested in new ideas for increasing teacher and staff awareness of the needs of the disadvantaged student.

How to Obtain: This report is available from Project Baseline, Northern Arizona University, Flagstaff, Arizona.

"What is the Role of Federal Assistance for Vocational Education?" Comptroller General of the United States, December 1974.

Description: The General Accounting Office (GAO) reviewed the operations of vocational education in seven states to insure that all persons in the communities served had access to training or re-training in terms of actual or anticipated employment opportunities. The states surveyed were California, Kentucky, Minnesota, Ohio, Pennsylvania, Texas and Washington.

The GAO found that the use of funds had not been adequately evaluated at federal, state, or local level; that the Office of Education had not provided adequate guidance to help insure that the purposes envisioned by the Congress would be accomplished; that persons with special needs had not been given high priority; and that increased funding had not necessarily resulted in proportionately increased enrollment.

The report called for systematic, coordinated, comprehensive planning for use of OE funds at the national, state, and local level, and the consideration of the range of existing, yet undeveloped, training resources on hand in the community.

Suggested Use: The report will prove particularly useful to those state consultants and local administrators interested in correcting fiscal or federal guideline deficiencies in their individual programs.

How to Obtain: This report is available from the U.S. General Accounting Office, Distribution Section, Room 4522, 441 G Street, N.W., Washington, D.C. 20548.

III. CURRICULUM DEVELOPMENT

A. Journal Articles

Bachman, David C. "Operation Bridge," School Shop, Vol. 32, p. 88-89, ERIC Retrieval System, April 1973.

Description: Operation Bridge, a federally funded program in Greeley, Colorado, was instituted when a survey of in-school and out-of-school youth disclosed a wide gap between the needs of the school dropout or pushout and the requirements for job entry or occupational training. In a ten-week, three hour a day class, students were exposed to instruction in service station employment and automotive mechanics, automotive repair and maintenance, welding, and construction. Students were encouraged to take part in each occupational area. In addition, a career analysis profile was given to each student which provided an in-class list of activities so that the student could keep up with those activities in which he had participated and those that he had not.

Suggested Use: This article will be beneficial to local administrators seeking to initiate vocational-education programs which attempt to close the gap between student job expectations and the realities of job experience.

Dodson, Anna G. "Practically Speaking," Vocational Guidance Quarterly, Vol. 20, pp. 59-61, ERIC Retrieval System, September 1971.

Description: This article deals with disadvantaged younger children in grades K-6. Each month occupational programs were presented to the pupils. Each program consisted of three parts:
(a) a ten-minute broadcast over the public address system,
(b) a luncheon with an invited occupational speaker,
(c) informal talks with the speakers in class.
The occupations presented were selected from a pupil survey, "What Will I Be?", so that the occupations chosen would be those most interesting to the students.

Suggested Use: This article will be of interest to local administrators and teachers attempting to increase awareness of vocational-education programs among young disadvantaged students.

Harrington, Fred W., et al. "Making Education Relevant in the Inner City," American Vocational Journal, Vol. 47, p. 30-31, ERIC Retrieval System, May 1972.

Description: This article discusses the development of a program intended to be more relevant to inner city youth to encourage these non-college bound youth from dropping out of school.

When the school first opened, the electrical course proved too difficult because the students were reading on a fifth grade level. As a consequence, reading and math were integrated into the program. The program relies heavily on business and industry and involves participating company employees in supervisory capacities. Participating companies also provide on-the-job training. In the classroom, each student has his own toolbox and is allowed to progress at his own rate. The attendance rate in the program is 90%, whereas the regular high school attendance rate where the academy is located is 70%.

Suggested Use: This article will be of interest to local administrators and teachers of the disadvantaged interested in developing an integrative program for urban disadvantaged youth.

B. Unpublished or Information Retrieval System Publications

Hooper, William. Research Project in Vocational Education Conducted Under Part C of P.L. 90-576. Final Report. 115 p., ERIC Retrieval System, June 1973.

Description: The career education program was designed for the disadvantaged youth of LeFlore County, Mississippi. It was to be incorporated into the curriculum and was to include a counseling program (including job placement). At all grade levels, attempts were made to help the children become aware of themselves and others, develop a positive attitude toward the world of work, and expose them to as many occupations as possible. A program emphasizing career awareness in grades 1-6 and career exploration in grades 7-9 was begun to enable the students to choose between a college preparatory curriculum and a specific skill training curriculum. Except for a 14-page explanation of the program, the document is devoted to appendices. Included in the document is an outline of the responsibilities of the five types of program personnel, samples of career activities, lesson titles, pre-planning, objectives, teaching procedures and activities, related subject areas, vocabulary, teaching aides, and teacher's evaluation. Finally, program evaluation information is included. The final appendix (30 pages) deals with materials in career education, including an annotated bibliography of film strips and books.

Suggested Use: Educators will be interested in the comprehensive nature of this program for the disadvantaged. For example, students as early as elementary school are exposed to career educational opportunities. In addition, the report contains 100 pages of program description which will enable educators to formulate, develop and expand programs of this type.

How to Obtain: This report can be obtained from ERIC, RIE, ED#086831, CE000862.

Life Skills: A Course in Applied Problem Solving. 203 p., ERIC Retrieval System, 1971.

Description: This life skills course represents an attempt to integrate education, psycho-therapeutic principles and techniques for the development of personal confidence in many areas of life for disadvantaged youth.

Suggested Use: Local administrators may find this self-contained program useful in establishing comparable programs. Course outlines, theoretical models, lesson plans and evaluation techniques are included in the report.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#049352, UD01468; also available from Sasktchewan NewStart Inc., First Avenue and River Street, East, Prince Albert, Saskatchewan (price not known).

Maxwell, David. Career Education: Curriculum Materials for the Disadvantaged Information Series. Number 83, 58 p., ERIC Retrieval System, 1973.

Description: This paper focuses on a discussion of the characteristics and curriculum needs of disadvantaged students and examines curricular materials for three levels, including career awareness (elementary), career exploration (junior high) and career preparation (senior high, post-secondary, and adult level). Curriculum and instructional materials should be in keeping with the interest and reading level of the students and the materials need to be adapted to the culture of the student by reflecting the student's language, environment, and experiences. The instructional program should be functionally rooted in the community, which necessitates consultation regarding curricular needs with community representatives from business, industry, health services, crafts and trades, labor groups and public agencies. An annotated bibliography of selected instructional materials is appended.

Suggested Use: This paper will be useful to local administrators and teachers interested in selecting relevant and practical curriculum materials for instructing disadvantaged students in vocational education programs.

How to Obtain: This paper is available in microfiche and hardcover from ERIC, RIE, ED#087692, CE00790.

National Curriculum Development Project for Vocational Educators of Disadvantaged and Handicapped Students. Final Report. 47 p., ERIC Retrieval System, 1973.

Description: The goal of the project was to train a nucleus of vocational educators in curriculum preparation and modification of instructional materials which will enable disadvantaged and handicapped students to achieve success in career preparation programs. Over 1200 vocational educators across the country participated in one week workshops designed to achieve the project goal with the hope that this "nucleus" would train and assist colleagues in developing relevant, performance based curriculum and learning materials. The project was unique in these aspects:

(a) it was a united concerted teacher-training and development effort conducted on a national scale,
(b) it was planned specifically for in-service training of teachers of disadvantaged and/or handicapped vocational students,
(c) it accomplished more than expected at less than anticipated cost,
(d) the training was conducted by personnel who were not faculty members of traditional teacher-training institutions.

The final report describes pre-workshop planning and decisions, workshop activities with daily guides, follow-up activities, and "spin off" activities.

Suggested Use: This report will prove valuable to local administrators interested in planning an in-service training program for vocational education teachers of the disadvantaged. Administrators should note the emphasis placed on curriculum preparation and modification of instructional materials in the report.

How to Obtain: This document can be obtained from ERIC, RIE, ED#86815, CCE0084.

Towne, Douglas and Sydney Wallace. Vocational Instructional Materials for Students with Special Needs. 235 p., ERIC Retrieval System, August 1972.

Description: This directory of instuctional materials is designed for use by vocational education teachers of the disadvantaged or handicapped students. Representing a number of sources and a variety of approaches to curriculum materials for students

with special needs, this listing covers 24 topics, from individualized curriculums to instructional support systems. Each instructional category, such as office occupations, is cross-referenced with the Dictionary of Occupational Titles. Instructions for locating materials under the appropriate program heading, and explanations of the coding system and the method of ordering selected documents of purchase from the Government Printing Office are provided.

Suggested Use: All teachers and administrators of disadvantaged vocational education students should find this comprehensive directory of educational materials beneficial. Information for each citation includes a statement of relevant instructional areas, a brief annotation of the potential use of the material and the subject content.

How to Obtain: This directory is available in microfiche and hardcover from ERIC, RIE, ED#072197, VT018515.

Wilson, Norean and James Esposito. The Development and Implementation of an Integrated Career-Centered Curriculum for Elementary Grades 1-6. Final Report, Fiscal Year 1971-72. 40 p., ERIC Retrieval System, 1972.

Description: The six elementary schools in the Newport California Independent School District are in a high poverty area with all the problems of the socially, economically and culturally disadvantaged. The academic centered elementary curriculum in use was not relevant to the children's needs, nor did it help them relate to the world of work. To overcome these deficiencies, instructional units for each grade were written, media and materials purchased, field trips made, community resource persons consulted, and in-service workshops held. Achievement and intelligence pre-tests and post-tests were administered to the students and they demonstrated a definite improvement in scores as a result of the new curriculum. The most significant gain was in the area of grades, a random sampling showing that 57% of students sampled improved at least one letter grade or more. Although parent involvement in the program was poor, school personnel and the community demonstrated a positive attitude toward career education.

Suggested Use: This study will prove valuable to local administrators and teachers interested in developing elementary programs for disadvantaged students in high poverty areas. In addition, development and implementation of in-service training programs for teachers in this type of program is described in the study.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#067446, VT016289.

C. Monographs and Governmental Publications

Steele, Marilyn. Women in Vocational Education. Project Baseline Supplementary Report, October 1974.

Description: This report reviews the current status of women in vocational education to determine if there is a cause-effect relationship between school practices and limited job options for women. The author attacks the issues of sex-role stereotyping in vocational education, textbooks that reinforce sex differences and limit girls' perceptions of themselves and their future, staff attitudes, and the lack of women educational administrators and vocational education teachers as basic problems for women inherent in the design and coordination of most vocational education programs.

The fact that girls are clustered in acceptable female occupations (home making, office, health) suggests that counselors, staff and parents fail to encourage them to explore other career alternatives. A well developed orientation to a total view of training and employment opportunties in the secondary level would begin to help remedy this problem.

Suggested Use: This report will prove of primary importance to all vocational educators interested in removing sex-role sterotypes from the vocational education curriculum.

How to Obtain: This report is available from Project Baseline, Northern Arizona University, Flagstaff, Arizona.

Teacher's Guide for Related Remedial Instruction for Students with Special Needs. Vocational-Technical Education Program Services, Nashville, Tennessee, 230 p., 1973.

Description: The "figure it out" approach to skills training is related to preparing youth for successful and gainful employment in a chosen profession. The instructional units are flexible, adaptable to any schedule, and quite diverse. Exercises range from personality rating and tips on interviews to how to handle certified mail and lay-away agreements. Included in the work book are mock ups of student and teacher worksheets, tips for instructors on objectives and strategies, and references to the background literature.

Suggested Use: This handbook will assist teachers of special needs students in the organization of an individualized and auto-instructional system of in-class activity.

How to Obtain: This report is available from the State of Tennessee Department of Education, Division of Vocational-Technical Education, 205 Cordell Hull Building, Nashville, Tenn. 37219.

IV. IN-SERVICE TRAINING

A. Journal Articles

No listings.

B. Unpublished or Information Retrieval System Publications

Bartel, Carl R. Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas. Final Report. 188 p., ERIC Retrieval System, May 1971.

Description: This one week institute emphasized the development of patterns of administration and coordination of supportive services to help disadvantaged students who find it difficult to obtain adequate occupational training. The institute provided participants with the opportunity to develop strategies and models that could be followed or adapted for use in their respective home states. Also four working groups were organized to develop guidelines and/or models adaptable to various geographic locations.

Suggested Use: This book will be useful to state vocational consultants for the disadvantaged and urban administrators interested in providing more effective coordination of support services.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#055243, VT014106.

Bobbit, Frank. Project Remedy: Rural Education in Michigan Especially for Disadvantaged Youth. 24 p., ERIC Retrieval System, December 1971.

Description: This study was conducted to develop methods to provide effective vocational education for disadvantaged students in rural areas, including improvement in vocational educators' attitudes and methods with respect to teaching the disadvantaged. The study assessed, specifically, the impact of in-service training. A random sample of 20 rural high schools in northwest Michigan with less than 400 students in grades 9-12 was divided equally into a control and an experimental group; vocational teachers from 18 of the schools participated in the study. Teacher attitudes toward teaching the disadvantaged and the attitudes of the disadvantaged student toward vocational education were measured. An additional instrument was developed to determine teacher's knowledge about teaching disadvantaged youth. Following an in-service training program, teacher's attitudes and knowledge were again tested. The findings permitted Bobbitt to conclude that an in-service teacher education program can significantly increase the effectiveness of vocational education programs for disadvantaged students in heterogeneous classrooms and should be encouraged.

Suggested Use: Local administrators in rural areas can use these results as an effective advertisement for the value of in-service teacher training programs for disadvantaged students.

How to Obtain: This study is available in microfiche and hardcover from ERIC, RIE, ED#061452, VT015015.

Huffman, Harry and Clyde Welter. Designs for the Preparation of Vocational and Technical Teachers of Socio-Economically Disadvantaged Youth. Final Report. 153 p., ERIC Retrieval System, June 1972.

Description: This project sought to dissipate the stereotypes and misconceptions of disadvantaged people held by prospective teachers. Four design and evaluation conferences were held to plan clinical experiences for prospective teachers and to develop a student teacher's manual of such experiences. As a result, a self-contained manual of 20 clinical experiences for use in preparing more effective teachers of disadvantaged youth was developed.

Suggested Use: Local administrators and state vocational education for the disadvantaged consultants will find this manual useful as an in-service training model that can be easily incorporated into existing vocational teacher training programs and should result in more student teachers wanting to teach the disadvantaged and make them more effective in doing so.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#06823, VT015645.

C. Monographs and Governmental Publications

A Study to Design a Model of Effective Approaches, Methods and Techniques to Meet the Needs of Ethnic Minority Students in Vocational Education. Interim Report, Contract #OEC-74-1740, DHEW/OE, 29 p., December 1974.

Description: The report seeks to identify techniques, methods and approaches in vocational education which have been successful in meeting the particular needs of minority students and to determine the factors in a number of areas (instruction, supportive services, etc.) which are associated with "more successful" or "less successful" programs. The measures of "success" in this report were reduced to a single criterion, persistence or "holding power" of the course or program.

Suggested Use: The final report will include the content and recommendations for an in-service training program for vocational education teachers which will impart knowledge of and skills in techniques, methods, strategies and approaches with high promise of attracting and retaining minority students.

How to Obtain: This report can be obtained from the U.S. Department of Health, Education and Welfare, Office of Education, Bureau of Occupational and Adult Education, 400 Maryland Avenue, S.W. Washington, D.C. 20202.

V. PROGRAM PLANNING AND DEVELOPMENT

A. Journal Articles

Bakker, Harry and Norvin R. Smith. "Career Education for the Disadvantaged," Thrust for Education Leadership. Vol. 2, pp. 28-33, ERIC Retrieval System, 1972.

Description: This article describes a vocational education course designed for incorporation into a school's regular course program. Disadvantaged students are afforded the opportunity to select and plan activities in career exploration and occupational clusters of their choice. As the program progressed, the students exhibited a marked change toward career experience and developed a more positive attitude about communications skills activities, and in several cases, an increased self-awareness resulted. Models and a student evaluation are included.

Suggested Use: This article will prove useful to local administrators and teachers attempting to increase vocational education awareness among disadvantaged students.

Cohen, Lewis A. "Special Programs for Special Problems," American Vocational Journal, Vol. 47, pp. 60-61, ERIC Retrieval System, 1972.

Description: This article discusses the difficulties of decision-making concerning what curriculum should be included in a particular vocational education program, how to select qualified personnel, how to solve the problems of transportation, how to recruit and enroll those students most in need of the program, and how to evaluate such a program.

Suggested Use: This article seeks answers to questions posed by local administrators who are trying to analyze their community in order to determine what programs would be most beneficial for their disadvantaged youth.

"Disadvantaged Youth and the World of Work," American Vocational Journal, Vol. 47, pp. 60-61, ERIC Retrieval System, April 1972.

Description: This study examines the expectations of employers and disadvantaged employees toward the demands and benefits of a job. The study concluded that orientation and conditioning to the world of work should be made an integral part of vocational curriculums. Information given in the study included

a need for the development of skill requirements, such as speaking ability for vocational preparation, and behavior on and off the job such as punctuality, dress and drug use. The study concluded that job orientation (e.g., how a job should be performed) should be de-emphasized. Instead, realities of the working world (e.g., how to get along with one's employer and fellow employees, how to adjust to excessive hours, etc.) should be stressed. In addition, more emphasis should be placed on the need for help in job placement, programs for restructuring jobs to eliminate dead-end, entry-level jobs, and legal approaches to equalize employment opportunity.

Suggested Use: This article is significant to local administrators and teachers for it points out that customary skill training programs generally lack the essential elements of social and interpersonal relationship orientation.

Weishen, Robert J. "Toward Involving the Total Community in Career Education," New Outlooks for the Blind, Vol. 67, p. 415-419, 421-423, ERIC Retreival System, November 1973.

Description: Because of the importance of career education for the future of today's children, parents, businessmen and others sensitive to the needs of the community should be involved in comprehensive career education programs. Such interest in changing the thrust of our educational system can be achieved through public relations campaigns. In addition to explaining the program, however, each segment of the community must be informed of roles it can play in the program including planning and helping to teach about jobs, lifestyles and adult roles. To achieve these goals, a department of community relations should be established; this component will spearhead the operation but all of the staff members must also be involved.

Suggested Use: This article is valuable to educators seeking to make the community more aware of and find ways of increasing its involvement in vocational-education programs in the schools.

B. Unpublished and Information Retrieval System Publications

Annual Report: Detroit Public Schools, Job Upgrading Program, 1971-72. The Job Upgrading Program Procedure and Curriculum Guide. Second Edition, 144 p., ERIC Retrieval System, December 1972.

Description: The job upgrading program helps school dropouts and potential dropouts return to or adjust to the regular school program or become geared for the world of work. Trainees

are given the opportunity to take the abbreviated school program, receive highly individualized personal counseling, learn about the factors for achieving success in a job, and obtain subsidized work experience in order to put into practice what they have learned. A full time job placement service for those not returning to the regular school program is also available to Title I funded centers. This program is now in operation in 16 high schools in the city of Detroit. There are three main types of individuals in the program at any one time:

(a) those who may be employed without a supervised work experience, these individuals may need only the counseling and help offered in the morning training sessions;
(b) those who need a supervised work experience, these individuals receive the same type of training as those in the first group plus a supervised work experience; and
(c) those who may return to full time school.

These individuals usually attend classes in a regular high school plus the training provided by the above two types.

Suggested Use: Of interest to all vocational educators this manual will particularly serve the job-upgrading teaching coordinator in the performance of his responsibilities as well as to provide administrators and other educators with information and understanding of the job upgrading program as well.

How to Obtain: This manual is available in microfiche and hardcover from ERIC, RIE, ED#0767135, UD013577.

Bobbitt, Frank and Linda Letwin. Techniques for Teaching Disadvantaged Youth in Vocational Education. 106 p., ERIC Retrieval System, December 1971.

Description: Developed through a college curriculum department, this publication provides vocational teachers with a practical reference to problems relating to educating disadvantaged students. Several aspects of the problem are considered, including:

(a) identification of the disadvantaged and their need
(b) motivation
(c) teacher-student relationship
(d) counseling
(e) grouping disadvantaged students
(f) curriculum
(g) teaching methods
(h) program evaluation
(i) available federal resources

Suggested Use: This study provides vocational teachers with a practical reference on the problems related to educating disadvantaged students.

How to Obtain: This study is available in microfiche and hardcover from ERIC, RIE, ED#061453, VT015016.

Boss, Richard. What School Administrators Should Know About Vocational Education for Disadvantaged Youth in Urban Areas. 29 p., ERIC Retrieval System, July 1971.

Description: This guide discusses the special problems of the disadvantaged and the administrative procedures required in developing programs for the disadvantaged. The special problems of guidance counseling, financial assistance, residential support, and health services are considered. Staff selection and training are discussed in depth with a critical analysis of the role of paraprofessionals and volunteers in the program for the disadvantaged.

Suggested Use: Local school administrators will find this guide informative in such areas of vocational education for the disadvantaged as required administrative procedures, staff selection and support services. In addition, existing programs are described to illustrate exemplary practices and procedures and program design and development.

How to Obtain: This document is available in microfiche and hard cover from ERIC, RIE, ED#059350, VT013053. Also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1780-0794, 35¢).

Feck, Vincent. What Vocational Education Teachers and Counselors Should Know About Disadvantaged Youth. 47 p., ERIC Retrieval System, October 1971.

Description: This publication is designed to serve teachers and counselors interested in reviewing the key concepts relative to working with disadvantaged youth in urban areas. Major sections of the document include:

(a) charactistics of urban disadvantaged youth and their environment
(b) guidance counseling
(c) curriculum design and content
(d) teaching techniques
(e) teacher characteristics
(f) placement of students

Suggested Use: The compact nature of the review and its organization into guideline format should provide a ready reference for urban administrators and/or teachers seeking to improve their methods of instruction.

How to Obtain: This document is available in microfiche and hard cover from ERIC, RIE, ED#059351; also available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. (Stock No. 1780-0848, 35¢).

Gorman, Anna. Operation Resource: Teacher Educators and Other Educational Personnel Concerned with Teaching the Disadvantaged Learner. Final Report. 240 p., ERIC Retrieval System, July 1972.

Description: This resource manual contains 427 résumés of available literature. The résumés are classified into two basic categories, one relevant to educating the disadvantaged learner and the other pertinent to in-service education utilizing the resource manual. Three tables were developed. One table contains the procedure for organizing an in-service education program including the people involved, and the remaining two tables index the categories of the disadvantaged learner and in-service education with specific résumés as identified by page number, resource manual number, and ERIC document number. The résumés contain personal and institutional authors, title, journal source or publisher, date of publication, sources of availability, descriptions and identifiers which characterize the contents of the document and an abstract of the document. In addition to the résumés, the classification system is described, ordering instructions are included and an institutional and personal author index is appended.

Suggested Use: All educators dealing with the disadvantaged will find this manual valuable. It will assist
(a) teacher-educators who are preparing to work with disadvantaged learners,
(b) state and local supervisors who are working to improve the effectiveness of the local education agency personnel, and
(c) teachers, as they strive to improve their programs.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#068625, VT016133.

Handbook for Evaluating Disadvantaged and Handicapped Students for Planning Occupational Education Programs. 43 p., ERIC Retrieval System, February 1970.

Description: To help in evaluating disadvantaged and handicapped students, this document presents a descriptive list of these

students, suggested procedures for evaluation, and sources of information to be used by the evaluation committee.

Suggested Use: This handbook will prove useful to local administrators who are attempting to identify students with special education needs, diagnose specific causes, and plan programs to meet those unique needs.

How to Obtain: This handbook is available in microfiche and hardcover from ERIC, RIE, ED#523142, VT013389; also available from the Division of Occupational Education, North Carolina Department of Public Instruction, Education Building, Raleigh, N.C. 27602. (Single copies are available without charge.)

Huffman, Harry. Modifying Disadvantaged Students' Perceptions of Office Work. Final Report. 96 p., ERIC Retrieval System, August 1971.

Description: Business and Office Occupations and Student Training (BOOST) is a research and development project devcted to the improvement in office occupations programs for disadvantaged students. The project was designed to discover the perceptions of disadvantaged students concerning office work and to develop a program for modifying those perceptions that might prevent students from wanting to prepare for a career in this field. It also encompasses the development of methods for teachers in vocational education programs for the disadvantaged. Conclusions based on the study's findings include:

(a) apparently no national indices of perceptions of office work exist
(b) teachers generally have only limited opportunities to change perceptions of disadvantaged students
(c) clinical experiences seem to be the best vehicle to change perceptions of teachers about the disadvantaged.

Suggested Use: This report will prove useful to administrators developing vocational education programs for the disadvantaged or administrators in established programs interested in preventing disadvantaged students' misconceptions of what such programs may involve. In addition, important information for administrators provided by the study involves methods of identifying student perceptions and methods of developing teacher education programs for teachers of the disadvantaged.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#055207, VT01392; also available from the Superintendent of Documents, U.S. Government Printing Office, 20402 (Stock No. 1780-0846, $1.00).

McCracken, David J. and Alice J. Brown. Career Education for Disadvantaged Students. Final Report. 15 p., ERIC Retrieval System, January 1973.

Description: This project was conducted to provide educators with a synthesis of the literature related to the career education of disadvantaged students. Information was secured by visiting eight on-going career education programs, talking with the program directors, corresponding with directors of promising programs, and reviewing the literature.

Suggested Use: Along with the review of current literature, local school administrators, teacher-educators, and teachers of the disadvantaged will benefit from descriptions of exemplary programs, a review of the research and theory related to motivating disadvantaged students and descriptions of methods and programs for preparing teachers.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#072204, VT018540.

McMerrin, Sterling M., ed. Functional Education for Disadvantaged Youth. ERIC Retrieval System, 1971, 128 p., Committee for Economic Development, 477 Madison Avenue, New York, N.Y. 10022.

Description: This book is a collection of essays on the problems of vocational education for urban disadvantaged youth. The essays concern the concept of functional education, the role of the public schools in preparing youth for employment, strategies of success in vocational education, and urban youth.

Suggested Use: Program administrators will find these essays particularly relevant for this study was originally conducted as part of a more general study of urban education. Of particular interest is the editor's conclusion that success of a major joint venture between education, industry, and business in an urban area will require extensive public funding and bold experimentation.

How to Obtain: This book is available in microfiche and hardcover from ERIC, RIE, ED#055141, UD011847.

Miller, David H. and Susanne Berry. Disadvantaged Youth: Answers to Questions on Vocational and Technical Education. 6 p., ERIC Retrieval System, 1972, Ohio State University, Center for Vocational & Technical Education.

Description: This pamphlet addresses itself to the subject of the role of vocational education for disadvantaged youth.

Answers for the following questions were discussed:

(a) why exemplary vocational education programs should be developed for the disadvantaged
(b) the role of the residential school in the education of disadvantaged youth
(c) types of vocational education programs available for disadvantaged youth
(d) administrative procedures required in implementing exemplary vocational programs for disadvantaged youth
(e) teaching methods found to be effective when working with disadvantaged youth
(f) characteristics which teachers of the disadvantaged should possess
(g) identifying characteristics peculiar to disadvantaged youth.

Suggested Use: The pamphlet will be useful to those educators interested in a brief overview of several important aspects concerning vocational education for the disadvantaged.

How to Obtain: This pamphlet is available from ERIC, RIE, ED# 074228, VT019480.

Passow, Harry A. Opening Opportunities for Disadvantaged Learners. 375 p., ERIC Retrieval System, 1972.

Description: Issues included in this book are "Educational Strategies and the Disadvantaged," "Early Childhood Education for the Disadvantaged," "Toward a Definition of Structure," "Life Skills Program," "Structured Counseling for the Disadvantaged," "Vocational-Technical Education Needs and Programs for Urban Schools," "Trends in State Programs for the Disadvantaged."

Suggested Use: Those issues illustrate several areas of interest for educators either administering or teaching the disadvantaged.

How to Obtain: This book is available from Teachers College Press, Columbia University, New York, New York 10027 ($5.27).

Robertson, Marvin J. Career Education for the Disadvantaged. Appendix A of a Final Report. 76 p., ERIC Retrieval System, January 1973.

Description: Developed at Ohio State University as part of a project designed to provide a synthesis of literature and practice related to the career education of disadvantaged students, this paper identifies successful components of

career education programs for the disadvantaged. Program descriptions were secured through a search of the literature, a survey of state departments of education, administrators of special needs programs in vocational education, and contact with other agencies operating career and vocational education programs. In addition, 54 exemplary programs were identified, contact persons interviewed, and selected sites visited for in-depth study and on-site evaluation.

Suggested Use: This report describes successful career programs for the disadvantaged. The beneficial program components discussed include: outreach and recruitment activities, orientation of program participants, career awareness and exploration opportunities, basic education, counseling activities, available support services, opportunities for job skill development, and provisions for student placement and follow-up.

How to Obtain: This report is available in microfiche and hardcover from ERIC, RIE, ED#072205, VT018541.

C. Monographs and Governmental Publications

Brown, Greg and Sara McIntosh, LaNelle Tuoti. "Career Education Materials for Educable Retarded Students". Project PRICE, Working Paper #2, December 1974.

Description: Project PRICE does not necessarily advocate the mainstreaming of educable retarded students. It attempts, rather, to determine how certain retarded students can be integrated and taught career education competencies when such integration will be beneficial to the student and school personnel. This paper provides a brief descriptive annotated bibliography, including suggested uses, populations, estimated reading level, cost, and publisher's name of instructional items helpful in the education of the educable retarded. The bibliographic listing includes books, games, films, and pamphlets.

Suggested Use: This working paper is designed for use by school personnel desiring resource materials for helping educable mentally retarded students acquire the recommended competencies outlined in the first paper of this series.

How to Obtain: This report is available from the U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C. Grant No. OEG-0-74-2789.

Career Education: Implications for Minorities. Proceedings of a National Conference, Washington, D.C., February 1-3, 1973, 103 p., June 1973.

Description: This document provides an account of a meeting of minority leaders from business, education, politics, and industry gathered in the nation's capital to develop a minority viewpoint on the concept of career education. They proposed to exchange information on that concept and to initiate a dialogue between minority leaders, the National Advisory Council for Vocational Education, and the Office of Education on matters relating to education. The major point of concern was the suspicion expressed by many of these leaders that the application of the career education concept would entrench minorities deeper into the lower-paying, menial jobs (training in auto mechanics, waitressing, cooking) instead of giving them the solid preparation they need for entrance into college and the professional schools where they are underrepresented.

Suggested Use: This document is an informational tool to help local and state administrators charged with developing and implementing the concept of career education to make intelligent and responsible decisions.

How to Obtain: This document is available from the U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

Cooperative Day of Planning, II, V, VI, VII, VIII. Joint Meeting of State and National Advisory Councils on Vocational Education, 1970-1973.

Description: The National Advisory Council on Vocational Education and the State Advisory Council on Vocational Education, created by Congress through the Vocational Education Amendments of 1968, were designed as independent boards to advise in matters such as planning, operation and evaluation of vocational-education programs throughout the country. At the time of their creation, the Councils agreed that it would be mutually beneficial to meet semi-annually to discuss major issues and exchange ideas. These reports are the proceedings of these semi-annual meetings They provide an overview of national goals and direction.

Suggested Use: The records of these meetings should prove useful to administrators for they represent a cohesive and compact history of the recommendations, policies, and philosophies of the Advisory Councils since their inception, with particular reference to the vocational-education disadvantaged.

How to Obtain: These reports are available from the Executive Director, National Advisory Council on Vocational Education, Washington, D.C.

Implementation of National Advisory Council on Vocational Education Recommendations. 13 p., October 1974.

Description: This report is a discussion of the results of the recommendations presented by the National Advisory Council on Vocational Education in the eight formal reports and two special reports published since the creation of the Council by the Vocational Education Amendments of 1968. This report describes how issues and problems addressed by the NACVE are being mainstreamed into working organizations; many of the NACVE recommendations have been implemented in one form or another. The fourth report specifically recommended that better data than presently available should be obtained if planning in vocational education is to be effective. Subsequently, the Appropriations Committee of Congress directed that funds be used to undertake Project Baseline, to gather the data needed for effective planning, and requested that NACVE monitor this project.

Suggested Use: This report is a look at the relevance of vocational education research to, and actual influence upon, the development of national vocational education policies and programs.

How to Obtain: This report is available from National Advisory Council on Vocational Education, 425 13th Street, N.W., Washington, D.C. 20004.

Pre-Industrial Preparation Handbook. Hawaii State Department of Education, Honolulu: Vocational-Technical Education, Office of Instructional Services, May 1972.

Description: This is a guide for program implementation and orientation to the Pre-Industrial Preparation Program in Vocational-Technical Education in the state of Hawaii. The program evaluation instrument used is program effectiveness measured by an increase in the percentage of students who enter a selected post-secondary, vocational-technical course of study.

Suggested Use: Local administrators will find this handbook valuable for setting up a pre-industrial preparation program in vocational-technical education. The handbook contains complete documentation of the program's components, basic objectives, practices, activities, procedures, enumeration of equipment, supplies needed and their cost for budgeting.

How to Obtain: This report is available from the State of Hawaii Department of Education, Honolulu, Hawaii.

Kay, Evelyn, Barbara Kemp and Frances Saunders. Guidelines for Identifying, Classifying and Serving the Disadvantaged and Handicapped Under the Vocational Education Amendments of 1968. National Center for Educational Statistics, DHEW Publication No. (OE) 73-11700, U.S. Government Printing Office, Washington, D.C., 37 p., 1973.

Description: This publication describes classification systems for identifying the disadvantaged and handicapped and discusses specific requirements of the Vocational Education Amendments of 1968. Definitions provided by statute are given of "disadvantaged persons" and "handicapped persons". The term "regular vocational education program" is discussed in an operational context. Most important, the issue of cause and effect is clarified.

Suggested Use: State consultants and local administrators will find this information valuable since procedures are outlined for gaining the meaningful minimum information (data on person served, types of disadvantagement, etc.) essential to the formation of practical plans for insuring vocational education success for the disadvantaged and handicapped. In addition, evaluation and expenditure analysis of these special programs and services are discussed.

How to Obtain: This publication is available from U.S. Department of Health, Education and Welfare, Washington, D.C., DHEW Publication No. (OE) 73-11700.

Leshner, Saul S., George S. Snyderman and Joseph Messick. Preparing Disadvantaged Youth for the World of Work, U.S. Department of Labor, Bureau of Employment Security, reprints from the Employment Service Review, 16 p., 1966.

Description: This series describes the counseling and work adjustment program (JEVS) and the job placement experience (PSES) of the project designed to evaluate and prepare a group of school dropouts for training or jobs. Four hundred and fifty youths were selected: north Philadelphians who were school dropouts, improverished and delinquent. The idea was to bring about changes in motivation, occupational identity, and life expectations in youth from a background of crime, illegitimacy, and illiteracy. The pamphlet describes the findings of this project which was designed to evaluate and prepare a group of school dropouts for training or jobs yielding significant information regarding their job-seeking patterns. Situational assessment was made through the use of work samples, productive work, and intensive individual psychological testing of aptitudinal and personality factors.

Suggested Use: These articles offer new information regarding the behavior of disadvantaged youths that will assist agencies serving them in finding more ways to reach and influence this population.

North Carolina State Department of Public Instruction: Career Education: A Report of the N.C. Career Education Task Force. North Carolina Department of Public Instruction, Raleigh, 40 p., 1973.

Description: This report reviews the literature and current status of career education in North Carolina schools and the nation. The report indicates that while significant improvements have been made in the public school program, many schools are still not adequately meeting the needs of all students. With rapid changes occurring in society in general and the industrial and business world in particular, additional demands will continue to be made on schools.

Suggested Use: Recommendations to the State Department and the State Board of Education offer a design for implementation of career education concepts for local administrators. In the view of the Department, career education, when properly implemented, will help each student secure and maintain a satisfactory lifestyle through: "Learning to live, learning to learn, and learning to make a living".

How to Obtain: This report is available from the North Carolina Department of Public Instruction, Raleigh, North Carolina.

North Carolina State Department of Public Instruction. Occupational Education for the Disadvantaged Through Utilization of Man-Months (Definitions, Rules, Regulations, and Examples of Programs), Part B, Voc-Ed Act of 1968. Raleigh, N.C.: State Department of Public Instruction, Division of Occupational Education; 25 p., January 1974.

Description: This handbook was prepared not only in an effort to help teachers, school administrators, and supervisors identify and evaluate disadvantaged students but also to assist in planning occupational education programs for them. This document includes suggestions of areas of involvement evaluators should look for when attempting to evaluate programs for the disadvantaged and handicapped on a short-term basis, involvement which produces immediate and concrete results, and on a long-range basis, preparation for transition from school to work.

Suggested Use: This booklet details examples of adjusted programs, new and unique programs, and ways of utilizing disadvantaged man-months for travel, short term teaching services, diagnostic services and other devices to benefit the continuing education of disadvantaged and handicapped students.

How to Obtain: This document can be obtained from the North Carolina State Department of Public Instruction, Division of Occupational Education, Raleigh, N.C.

North Carolina Department of Public Instruction. Plan of Action: Occupational Education Programs for the Disadvantaged and Handicapped. Raleigh: Department of Public Instruction, Division of Occupational Education, 1975.

Description: This is a resource document to be used in conjunction with the State Plan for Occupational Education (the Fiscal/Statistical Guide for Administrators) in order to effectively plan, implement, and evaluate instructional programs which serve students who, because of some disadvantagement or handicap, cannot succeed in a regular occupational education program. The Plan of Action is intended to serve each local educational agency and assigned state staff personnel as a checklist of those responsibilities which must be fulfilled in relation to instructional programs for students identified as disadvantaged/handicapped. The Plan includes a statement of the planning component for each type of responsibility and identifies personnel responsible for the implementation of various strategies for achieving the criterion as stated.

Suggested Use: This publication includes recommended roles and responsibilities for state and local educational personnel, program objectives, strategies and resources that are available to assist these students with meeting their occupational objectives.

How to Obtain: This report is available from the North Carolina Department of Public Instruction, Raleigh, N.C.

North Carolina Department of Public Instruction. Vocational Education Amendments of 1974, P.L. 93-380. Raleigh: N.C.: Department of Public Instruction; 36 p., 1974.

Description: This is a practical handbook on vocational education and recent legislation affecting its status and procedures. The document serves as a tool for understanding, interpreting and applying the reasoning behind the structure and funding of special needs programs.

Suggested Use: Important vocational education information is reported including the provisions relating to sex discrimination in vocational education, bilingual vocational training, reading improvement programs and other innovative approaches to the curriculum.

How to Obtain: This document is available from the North Carolina Department of Public Instruction, Raleigh, N.C.

Osso, Nicholas. Characteristics of Students and Staff, 1972. Washington, D.C.: Department of Health, Education and Welfare, the Office of Education, National Center for Educational Statistics; 25 p., 1972.

Description: The 1972 vocational education survey was designed to provide more recent information on the characteristics of students and teachers in secondary school vocational programs.

Suggested Use: Information is provided on the population involved in vocational training through the public secondary schools, what motivates election of these career related programs, what courses are studied, and other information valuable for a needs assessment.

How to Obtain: This document is available from U.S. Department of Health, Education and Welfare, Office of Education, National Center for Educational Statistics, Washington, D.C.

Policy Issues and Analytical Problems in Evaluating Vocational Education. Part I. Center for Priority Analysis, National Planning Association, October 1972.

Description: This report summarizes the implications of recent research for national policy in vocational education. Persons

seeking an assessment of vocational education are typically concerned with the federal government's policies as they involve national problems and priorities. There is considerable interest, for example, in the effects of federal support toward increasing the enrollment of students from disadvantaged backgrounds. However, decisions in vocational-education are largely made by state and local educational agencies who implement priorities as they are defined by these agencies of government in education. According to NPA, while federal funds and regulations for qualifying them may influence those decisions, the federal government's support is too small a share of the total outlay to be a primary agent for change in many areas within vocational education. One suggested example is as follows: In fiscal year 1970, a total of $1.8 billion was spent by federal, state, and local government for vocational education. Approximately $300 million of this sum (1/6 the total) represented federal support.

Suggested Use: Vocational educators will be interested in the report's conclusion that many state and local governments may be more concerned with the potential for attracting new industries to their state/locality by providing a pool of vocationally skilled manpower trained at public expense than in increasing the enrollment of hard-to-train disadvantaged in vocational-education programs.

How to Obtain: This report is available from the National Planning Association, Center for Priority Analysis, Washington, D.C.

Policy Issues and Analytical Problems in Evaluating Vocational Education. Part II. Center for Priority Analysis, National Planning Association, October 1972.

Description: This second volume prepared by the National Planning Association presents three types of information:

(a) an analysis of current and available information on the evaluation of vocational education and its policy implications;
(b) a methodological appendix showing major studies of cost-effectiveness analysis; and
(c) a critique of the various techniques employed in these studies.

The National Planning Association presents the basic methodological issues of cost-benefit analysis. It employs actual practices used in the major extant studies of vocational and technical education to illustrate the methodological issues. In addition, a study of the literature by NPA revealed that few national survey studies on the characteristics of vocational education were available. There are more state studies than national studies, but they are principally of students in specific occupational fields and regional in content.

Suggested Use: State consultants and local administrators will find the information presented on evaluation procedures and cost-effectiveness analysis helpful.

How to Obtain: This report is available from the National Planning Association, Center for Priority Analysis, Washington, D.C.

Problems of Coordination, Duplication, and Gaps in Occupational Education. Volume 2. Prepared for the National Advisory Council on Vocational Education, Washington, D.C. by Operations Research, Inc. of Silver Springs, Maryland, 117 p., October 1970.

Description: This report documents the results of the first phase of a two phase study conducted for the NACVE designed to provide that organization with pertinent information in support of its recommendation to the Commissioner of Education and the Secretary of Health, Education and Welfare, concerning problems of duplication, coordination, and service gaps among vocational education programs. The first phase of the study permitted the conclusion that target group data were insufficient, inaccurate, biased, and inconsistent across programs. Size and characteristics of the disadvantaged population were not known, nor the needs of that population, nor specific gaps in service. Duplication was of relatively little concern compared to the massive gaps that did exist in services offered to different target groups. The generally passive attitude of public schools toward attracting people into the vocational-education program was discerned. Conspicuously absent was a successful match between occupational education and labor market requirements.

Suggested Use: Vocational educators will undoubtedly be alarmed at the deficiencies discovered in vocational education programs by this study. On the positive side, however, educators can use these findings to evaluate the effectiveness of their programs in meeting the social and occupational needs of their students.

How to Obtain: This report is available from the National Advisory Council on Vocational Education, Washington, D.C.

Staff, Harold, Richard A. Dieffenderfer, B. B. Archer and Mierille Ernst. A System for State Evaluation of Vocational Education. Research Series #58, Final Project No. 7-0158, Columbus: The Center for Vocational and Technical Education, The Ohio State University; May 1970.

Description: An evaluation system is described whereby state divisions of vocational education, in cooperation with local school systems, can assess continuously the effectiveness of

program efforts. The advice of potential users of the evaluation system was that the system needed to be designed to satisfy state operating needs as well as prove useful in the administrative mainstream as a management tool.

Suggested Use: The evaluation system provides management data which enables state vocational education agencies to plan, monitor, and redirect their programmatic efforts in providing quality vocational education more effectively.

How to Obtain: This report is available from Ohio State University, Center for Vocational and Technical Education, Columbus, Ohio.

State of Illinois Board of Vocational Education and Rehabilitation. Occupational Education for Disadvantaged and Handicapped Persons. Springfield: Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education; Bulletin No. 40-273, 33 p.

Description: This booklet gives a complete outline of the basic administrative procedures upon which to build an accountable and innovative program to meet the needs of special students. It includes discussions of such basic problems as identification (by individual, not group), implementation of program and staff development (modifications of regular programs), and guidelines and format for planning (applications for program approval and reimbursement).

Suggested Use: This bulletin will assist local education agency administrators in developing, strengthening and/or expanding occupational programs and services for disadvantaged and handicapped persons. It includes information on the identification of these individuals, examples of programs and services to be provided for them, need for local education agency record keeping for accountability in compliance with federal legislation, and the policies of the State Board.

How to Obtain: This bulletin can be obtained from the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, 1035 Outer Park Drive, Springfield, Illinois 62706.

Summary of Findings and Recommendations of the Report of the Analysis Group: HEW Vocational-Education Review Task Force. The Organizational Research Institute, October 1970.

Description: The purpose of this report is to present the major findings and recommendations of the analysis group as a background for considering alternative policy decisions regarding vocational

education. The report maintains that it is essential that one (or several) operational definitions of vocational education be established, and that all legislation implementation and evaluation be required to identify which definition they are using. Without such an operational definition, it is difficult to define a target population, identify an objective, or evaluate the effectiveness of a program. The report concludes that the dominance of the state vocational education department and especially the state director's authority is being assumed by state legislative and administrative action in most states.

Suggested Use: The report's conclusions will be viewed with interest by vocational educators who are concerned that the trend to consolidate employment education and training programs at the state level will erode the influence of the professional vocational-education staff and even the Superintendent of Public Instruction.

How to Obtain: This document is available from the U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C.

U.S. Department of Health, Education and Welfare. Career Education: How to Do It, Creative Approaches by Local Practitioners. Washington, D.C.: Government Printing Office; 196 p., October 1974.

Description: This is a handbook prepared by career education practitioners for career education practitioners. The handbook provides persons charged with making career education work at the local school level with ideas that could be helpful to them. The format is a mixture of articles, narratives, anecdotes, and press releases written from personal experiences and geared for other practitioners who are seeking methods and models in program development for career education. The ideas were written by participants in 20 career education "mini conferences" conducted by the Office of Education during the summer of 1974.

Suggested Use: The major concern of most practitioners as revealed through their own "how we did it" statements, is the need for quality improvement in career education. Improvement is needed in making career education effective in every community. The ideas contained here worked for certain people in certain circumstances and are presented now with the philosophy that they may be transplanted or modified by other practitioners.

U.S. Department of Health, Education and Welfare. The Federal Program of Aid to Educationally Deprived Children in Illinois Can Be Strengthened. Washington, D.C.: Government Printing Office; June 1972.

Description: Title I ESEA 1965 authorizes federal financial assistance for programs designed to meet the special educational needs

of children from low-income families. The Office of Education/DHEW is responsible for overall administration at the national level while state education agencies, state supervision, and the local education agencies are responsible for the development and implementation of the special education programs operated within their jurisdiction.

Suggested Use: This document will be useful to local administrators in planning and implementing programs in rural and urban poverty areas.

How to Obtain: This report is available from the U.S. General Accounting Office, Room 6417, 441 G Street, N.W., Washington, D.C. 20548.

U.S. Department of Health, Education and Welfare. An Introduction to Career Education: A Policy Paper for the U.S. Office of Education. Washington, D.C.: Government Printing Office; DHEW Publication No. (OE) 75-00504; 70 p., 1975.

Description: This booklet represents the U.S. Office of Education's first comprehensive conceptual statement on career education. Career education is defined by OE as "the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living". This paper suggests that career education represents a response to a call for education reform. The cry has come from out-of-school adults, students, minorities, and the general public. Career education is being viewed as one of several possible corrective measures.

Suggested Use: This concept paper will be helpful to state and local educational agencies as they develop and expand their own ideas about career education.

How to Obtain: This handbook is available from the U.S. Department of Health, Education and Welfare, Office of Education, Washington, D.C.

U.S. Department of Health, Education and Welfare. Programs for the Handicapped. Office of Handicapped Individuals, DHEW, Office of the Assistant Secretary for Human Development, Office for Handicapped Individuals.

Description: This pamphlet gives news of interest to both the handicapped and those who serve them concerning innovative education practices, components of the Library of Congress applicable to their needs, and public attitudes toward the handicapped. The Rehabilitation Research and Training Center in Mental Retardation

at the University of Oregon in conjunction with the Oregon Department of Education and the Division of Vocational Rehabilitation, has developed a battery of tests measuring social and pre-vocational awareness. The Social and Pre-Vocational (SPIB) test assesses knowledge of skills and competencies that have long been regarded as very important for the community adjustment of mildly retarded people.

Suggested Use: Although this pamphlet deals primarily with the handicapped, vocational educators for the disadvantaged will find it valuable as it presents an overview of the cooperative effort of government, industry, education, and research to help the handicapped through life adjustments. In addition, it provides up-to-date information on these disadvantaged groups.

How to Obtain: This document is available from the U.S. Department of Health, Education and Welfare, Office for Handicapped Individuals, Washington, D.C. 20201.

U.S. Department of Health, Education and Welfare. Suggested Utilization of Resources and Guide for Expenditures (SURGE). Washington, D.C.: U.S. Government Printing Office; Office of Education, June 1972.

Description: This publication provides federal standards of definitions, specific requirements of the Vocational Education Amendments of 1968, and classification systems for identifying the disadvantaged and handicapped. These guidelines are the result of the need to develop an identification and classification system for use by the states for comparability in annual reporting.

Suggested Use: The information in this guide will be of assistance to teachers and other educational staff in determining who the disadvantaged and the handicapped are and what measures can be taken under the Vocational-Education Amendments of 1968 which will enhance their chances of success in pursuing a career.

How to Obtain: This report is available from the U.S. Department of Health, Education and Welfare, Office of Education, National Center for Educational Statistics, Washington, D.C.

U.S. Department of Health, Education and Welfare. Work in America. Report of a Special Task Force to the Secretary of Health, Education and Welfare, Washington, D.C., 1972.

Description: This document examines the functions of work in this society, problems of certain groups of workers (youth, minorities, women, the elderly), work and health, and the redesign of jobs.

The report in its evaluation of vocational education found it to be "a very expensive form of education, costing 50-75% more than other high school curricula and having a very low utility rate". By the latter, the task force meant that the technological concepts being taught in the curricula are out of date or will be before the student can actually use them.

Suggested Use: Vocational educators will be interested in the report's conclusion that the technical training given in high school is based on an outmoded assessment of future needs and that further research is needed to make decisions for redesigning and reforming this educational deficiency.

How to Obtain: This report is available from the U.S. Department of Health, Education and Welfare, Washington, D.C.

Vocational Education Amendments of 1968, P.L. 90-576. National Advisory Council on Vocational Education, 8 p., January 16, 1971.

Description: This document outlines some of the problems associated with the present system of financing vocational education and presents the Council's recommendations for overcoming these difficulties. The ideas presented are that the creation of imaginative career education programs in the public schools is precluded by a poor system of financing, there is too much reliance on property taxes paid by home owners, and that the formulas by which state and federal funds are allocated to local schools and colleges need to be revised.

Suggested Use: The "new system" outlined in this report by the NACVE would allow for the development of a career education which responds solely to the needs of students, rather than to short-sighted definitions of financial restrictions.

How to Obtain: This report is available from the Executive Director, National Advisory Council on Vocational Education, Regional Office Building #3, Room 5020, 7th and D Street, S.W., Washington, D.C. 20202.

Weisman, Lawrence, Project Director. Vocational Programs for the Disadvantaged in Illinois, A Statewide Assessment of Secondary and Post-Secondary Programs for Disadvantaged, 1972-73. Carbondale: Southern Illinois University; 107 p., 1974.

Description: This report was conceived to assist in developing a multi-variable model of activities and services for disadvantaged students in programs of vocational education in Illinois' secondary school districts. The study group prepared rules for

the preparation of program assessment reports. Each report was to address itself to the program objectives and the measure to which the criteria were met, how representative the program was of the population, and how efficient the program was relative to other programs with similar objectives.

Suggested Use: This report will be interesting to local administrators interested in developing education-based activities which may be transportable and have been identified as components of a model delivery system for exemplary programs for the disadvantaged.

How to Obtain: This report is available from the State of Illinois, Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education, Research and Development Unit, Springfield, Illinois.

Worthington, Robert M. Career Education in the U.S. Today: What Is It, Where, and the Results So Far. Project Baseline Supplementary Report, June 1974.

Description: This report develops the career education concept: the definitional problem, occupational exploration and preparation, curriculum development (national level), federal goals and funding criteria, and obstacles to overcome. The federal government has financed 71% of its career education effort from funds appropriated for vocational education. Although development of marketable skills through vocational education is extremely important, vocational education is only one of the many components of career education. The author concludes that total funding for career education has not been adequate; further, much of the burden for implementing career education has fallen on the states and local school districts. To that end, congress should appropriate funds specifically designed for career education.

Suggested Use: Vocational educators concerned with career education will find in this report an overview of most of the aspects of that growing field.

How to Obtain: This report is available from Project Baseline, Northern Arizona University, Flagstaff, Arizona.

VE 010 156